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MORTIMER MOOS
TURNS THE

ALPHABET
LOOSE!



MODERN CURRICULUM PRESS

TEACHER'S
HANDBOOK

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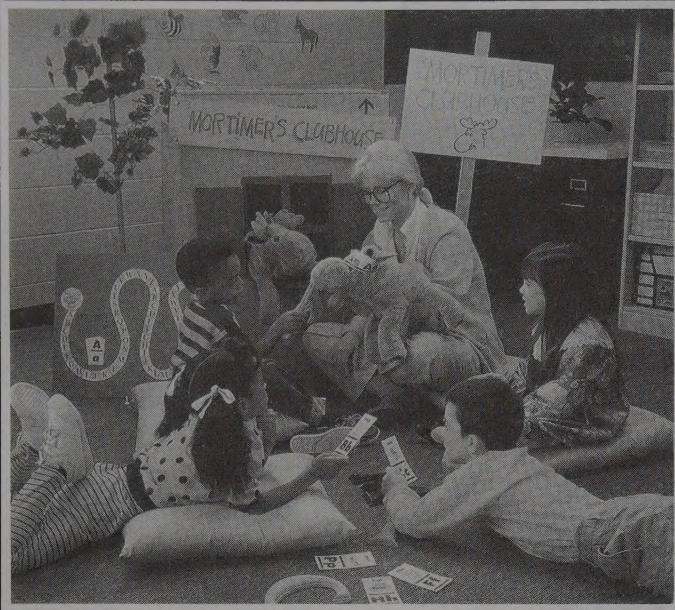
ISBN 0-8136-0419-2 ISBN 0-8136-0410-9 (Complete Program)

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Mortimer Moose

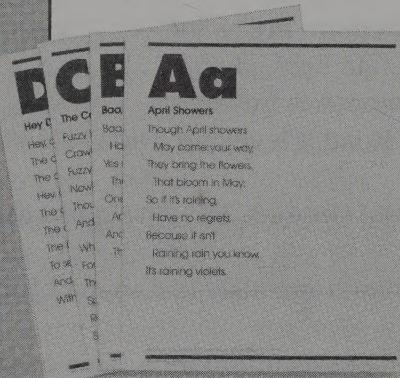
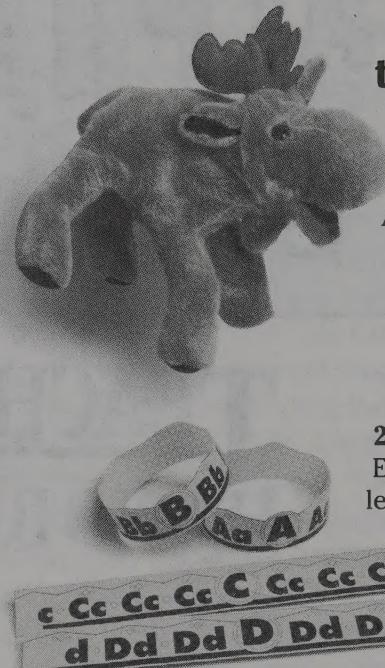
as fun to teach

Mortimer's components provide everything you need to turn the alphabet loose!



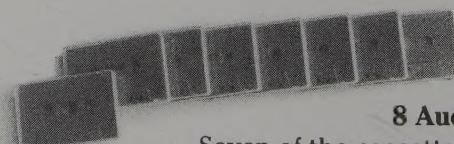
Your kids will love Mortimer. You'll love the results!

- Introduce young students to the tools of literacy.
- Build oral language and print concepts through interactive nursery rhymes, songs and games.
- Encourage recognition of the spoken word—print connection.
- Captivate and enthrall young children, keeping them focused.
- Provide an entire year's worth of alphabet instruction.
- Facilitate socialization and cooperative learning.



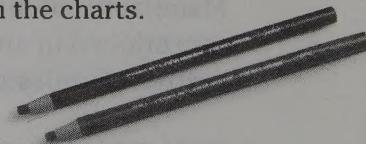
2 Grease Pencils

These two markers can be used by you and your students to call out words on the specially coated song charts. Students will quickly begin to see the connection between oral and printed words.

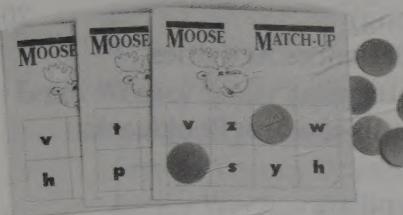


8 Audiocassettes

Seven of the cassettes contain the ABC song and a song used for introducing each letter. Each side of a tape has two letter lessons. The variety of song tempos and rhythms will stimulate student involvement. The eighth cassette includes the music for the games requiring musical accompaniment.



**makes alphabet awareness
as it is to learn!**



Moose Match-Up

Children have fun playing three different variations of bingo using two sets of six different boards and markers. The first child to cover all the letters calls the word "Moose!"



Alpha-Rhyme Cards

This deck of 44 cards (11 sets of phonogram families) lets students have fun playing any one of four different games. The games help students transfer and apply their letter knowledge while they play with rhyming words.



6 My Own ABC Books

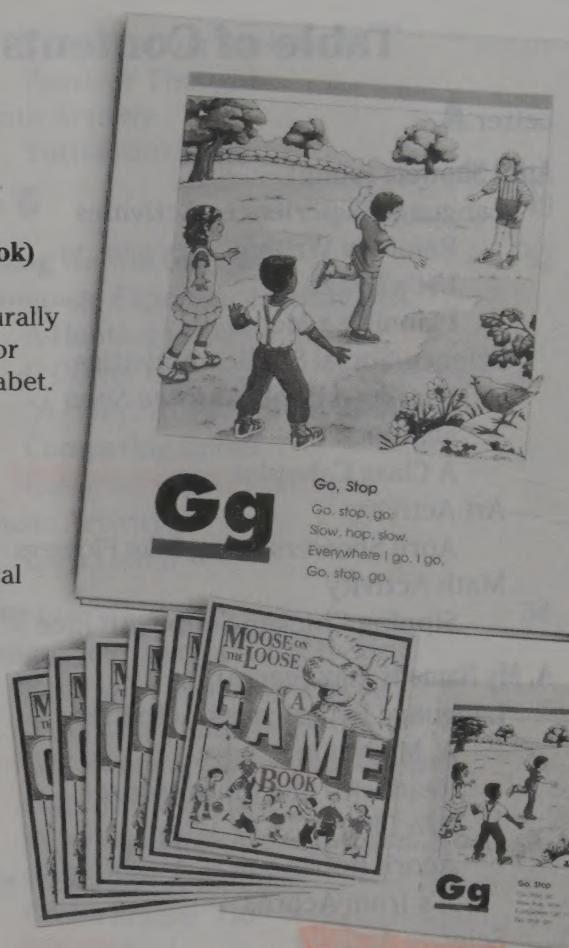


**6 Sets of
Stickers**

These picture cue letter stickers are awarded to the children upon the completion of each letter. The students can decorate the pages of My Own ABC Book using these stickers. What a great tangible way to help students keep track of all that they've mastered!

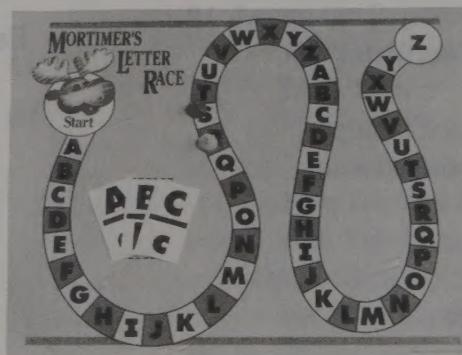
Moose on the Loose: A Game Book (flip book)

This self-standing flip book provides 26 culturally inclusive games, one for each letter of the alphabet. Each game is clearly illustrated, showing children engaged in playing the game. Directions, including variations and historical background, make the game book easy and fun to use.



Moose on the Loose: A Game Book (little book)

Pages in this set of six books are identical to the flip book so students can review and play the games on their own. This is a perfect addition to your reading or language center.



from a deck of cards, identifying the letter and then moving to that space on the board.

Teacher's Handbook

This 224-page handbook is brimming with ideas for presenting the lessons using numerous multi-sensory activities crossing the curriculum. There are eight pages of flexible lesson plans for each alphabet letter that allow you to tailor the instruction to exactly meet your students' needs. The activities help you integrate learning the alphabet with science, social studies, math and art.



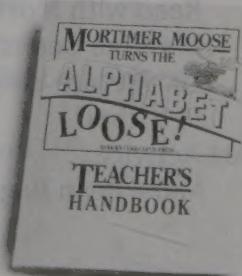


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Mortimer Moose Turns the Alphabet Loose

Student Profile

Name _____ Alphabet Letter _____

Parent: Your child has been learning about the above alphabet letter.

Please respond with comments if you wish.

		Attempts*	Shows Proficiency**	Teacher and/or Parent Comments
Letter Recognition	Recognizes the upper case form of the target letter.			
	Recognizes the lower case form of the target letter.			
Print Concepts	Identifies where words begin and end.			
	Traces letters for familiarity with forms.			
	Demonstrates an understanding of the writing process.			
	Uses invented spelling when writing.			
Listening	Recognizes the target sound at the beginning, middle, and end of a word.			
	Distinguishes letter sounds/language patterns.			
Oral Language	Joins in with singing the song.			
	Participates in the game activity.			
Cooperative Learning	Works together to execute cooperative learning activities.			
	Exhibits social skills while engaging in creative play activities.			
Motor Skills	Demonstrates gross motor skills.			
	Shows fine motor abilities.			

*Attempts: Child shows interest.

**Shows Proficiency: Child is successful most of the time.

A

April Showers (song)

A, My Name Is Amy (game)

Focus:

- Listen to the song “April Showers”
- Play “A, My Name Is Amy”
- Recognize the letters *A, a*
- Develop Print Concepts

KIT MATERIALS:

- Mortimer Moose
- Tape 1A
- Crown A
- Chart for “April Showers”
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)

Books for the Reading Corner

Bayer, Jane. *A, My Name Is Alice*. Dial, 1984.
* Blegvad, Lenore. *Anna Banana and Me*.
Macmillan, 1985.
* Hoban, Russell. *Dinner at Alberta's*. Harper,
1975.
Moncure, Jane B. *Short A and Long A Play a
Game*. Childs World, 1979.
* Sendak, Maurice. *Chicken Soup with Rice*.
Harper, 1962.

* Available as Read-Alongs

Recordings and Visuals

“Chicken Soup with Rice” and “Alligators All Around” (from *Really Rosie* by Maurice Sendak. Music by Carole King; also available as an animated video from Weston Woods).
“Apples and Bananas” (from *One Light, One Sun* by Raffi).

Let's get ready for “A!”



Play the traditional ABC Song on Tape 1A as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter A

Hey, my birthday is in April!



Responding to Music

Place the A Crown on Mortimer's head, and identify the letter for children. Explain that A is the first letter of the alphabet, and that it stands for the sound heard at the beginning of *April*.

Have children:

- Say *April* several times, listening for the beginning sound.
- Talk about *April* as a month of the year.
- Discuss *April* events, such as children's birthdays.

Developing Print Concepts

Invite children to listen as you play "April Showers" on Tape 1A.

Have children:

- Listen for what April showers bring.
- Sing along as you play "April Showers" again.
- Move creatively (for example, make it rain with their fingers or shade their eyes to look out on the hills) as you play "April Showers."
- Listen for other words with the long *a* sound in the song "April Showers."

Display the chart for "April Showers." Read the song for children, pointing to the words as you read them.

Have children:

- Read aloud with you the song title: "April Showers."
- Find the word *April* in the first line of the song.
- Note where other words begin and end.
- Note the spaces between words.

Demonstrate how to form the letters *A* and *a* on the chalkboard.

Help children:

- Find the letters *A* and *a* in words on the chart for “April Showers.”
- Find the letters *A* and *a* in classroom signs.

Play “April Showers” once again.

Display page 1 of the Flip Book. Discuss what the children in the picture are doing. Tell children that the game for *A* is a bounce-ball game called “A, My Name is Amy.”

Have children:

- Identify the letters *A* and *a*.
- Say *Amy* and *April*, noting that both words begin with the same sound: /ā/.

Read the verses printed on page 1 for children.

Have children:

- Find the letter *A* and the word *Amy* in the title.
- Find the word *Amy* in the verses.
- Find other *A* words in the verses.
- Clap along as you chant the verses.

Discuss what the children in the picture are doing. Then show them how to play “A, My Name Is Amy” using the directions on page 1A.

Invite children to play the game. Some children may wish to try turning their leg over the bouncing ball for each *A* word. Some may wish to make up new verses for rhyme using their own names or other *A* words.

Language Experiences: Playing a Game

Play the contemporary version
of the ABC Song on Tape 1A to
signal the end of play.

Whole Language Experiences for “April Showers”

Tracing letters helps children become familiar with their forms. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Children work together to plan and execute a bulletin board display. (*Cooperative Learning*)

Children learn the names of the months as they listen to a story in rhyme. (*Science Link*)

Children engage in functional writing and oral language. (*Print Awareness/Creative Play*)

Rainbow Writing

Display the “April Showers” chart. Provide children with erasable colored markers to “rainbow write” on the chart by tracing over the letters *A* and *a* in the title and in the words of the song. Distribute scissors, paste, old magazines, and construction paper flowers. Have children find and cut out *A* (both capital and small); then have them paste the letters onto construction paper flowers and attach them to the chart with tape.

Let’s Listen

Encourage children to listen to the songs on Tape 1A. You may also want to suggest that they listen to “Apples and Bananas” (from *One Light, One Sun*). “Apples and Bananas” repeats a simple verse, substituting the vowels in the words with long vowel sounds.

April Showers Bring May Flowers

Display the sentence *April showers bring May flowers*. Discuss the meaning of the sentence with children. Invite children to paint flowers or to make flowers from tissue paper or colored construction paper. Have children work together to plan a bulletin board display, using their flowers and the phrase.

Sharing a Book: *Chicken Soup with Rice*

Borrow *Chicken Soup with Rice* from the Reading Corner. Tell children that this story is a rhyme that tells about the months of the year. Have children listen as you read how each month of the year is just as nice for eating chicken soup with rice. Invite them to join in on the chicken soup with rice choruses.

Planning a Menu

Invite children to act out making chicken soup with rice in the class “kitchen.” Help children make a shopping list of ingredients they think they might put into the soup. Encourage children to draw on their experiences to role play shopping and paying for the ingredients and preparing the soup.

Children use measurement and sequence as they engage in cooking. (*Math Link*)

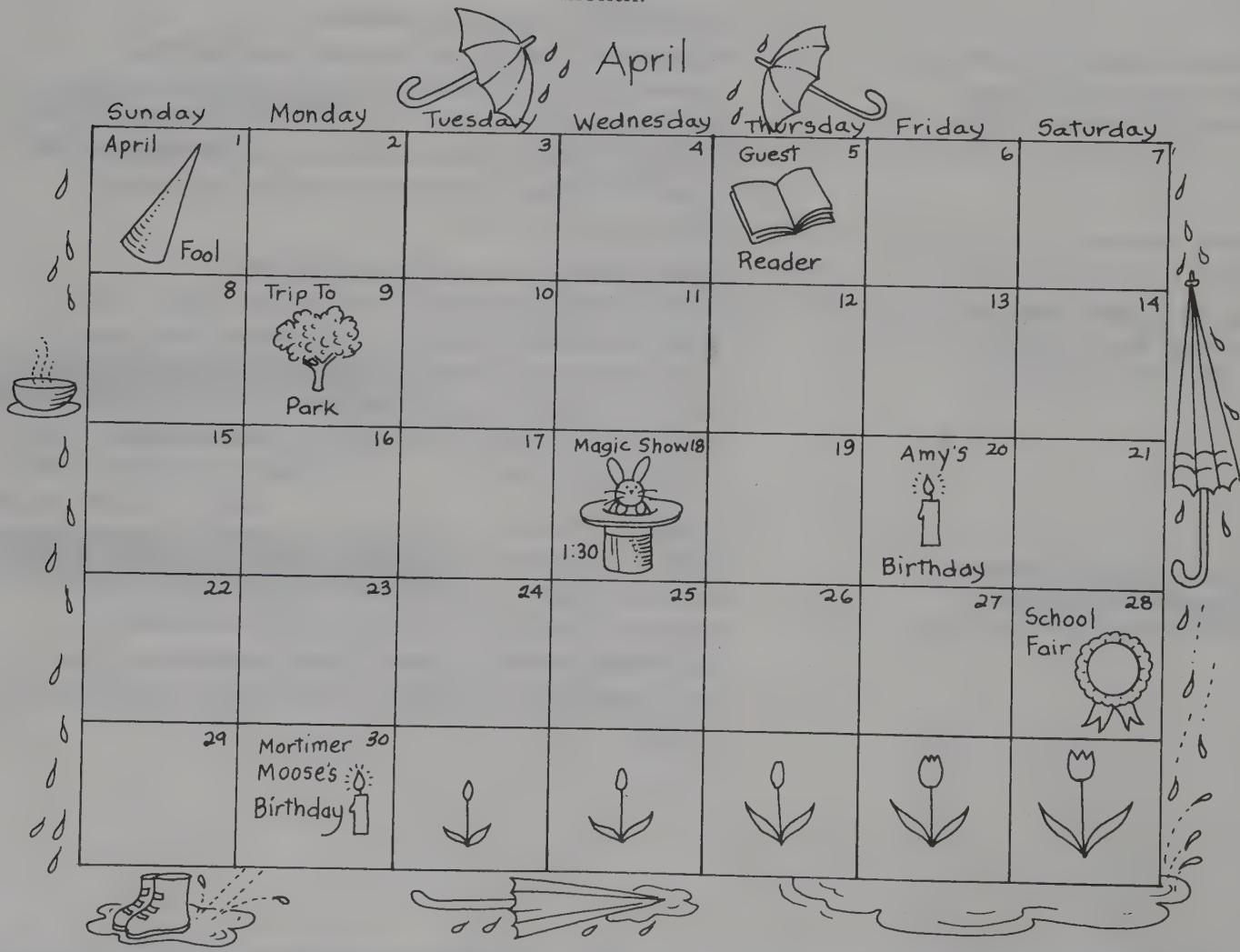
Children become aware of special days and seasonal changes as they create calendars. (*Science Link/Social Studies Link*)

Sipping Chicken Soup with Rice

If you have access to a stove or a hot plate, help children make chicken soup with rice. Bring two or three cans of chicken broth to a boil. Discuss the use and purpose of measuring spoons as each child adds a teaspoon or two of five-minute rice to the pot. Have volunteers watch the clock or timer to tell when the soup is ready. (NOTE: Supervise stove-top activities carefully.) Share your homemade chicken soup with rice at snack time.

A Class Calendar

List the months of the year on chart paper. Read aloud and discuss each month with children. Invite children to name what holidays are celebrated in the month, to note personal birthdays, and to comment on seasonal changes. Note children's comments on the chart. Then provide each child or pair of children with a sheet of chart paper on which a month of the present year has been placed on a grid and labeled. Leave room around the borders for children to illustrate the month. Use the calendars to record school events, holidays, and birthdays for the month.



Whole Language Experiences for "A, My Name Is Amy"

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children begin to develop a sense of the alphabetic principle as they identify letters and sounds in words. (*Print Awareness/Phonemic Awareness*)

Play "A, My Name Is Amy"

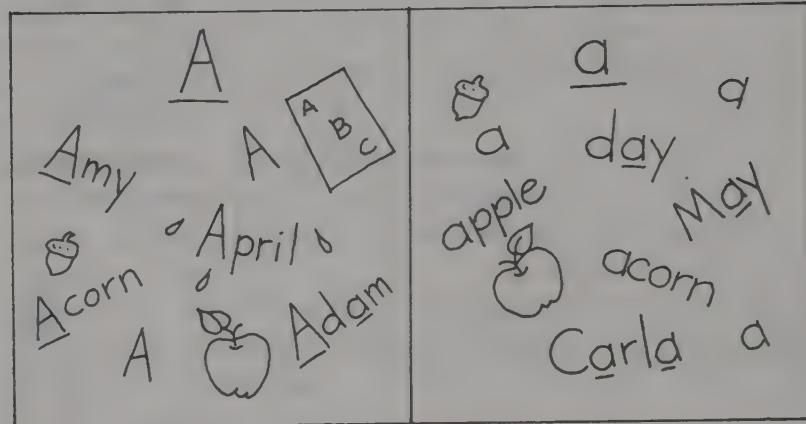
Display the Flip Book, together with several rubber bounce-balls. Suggest that children play the game. Allow them to use other names, if they wish.

Read with Mortimer Moose

Children can work with partners or in small groups (including Mortimer Moose) to look through copies of the Little Game Books. Children may also follow along as they listen to recordings of other books in the Reading Corner. Some children may prefer to browse through the books in the Reading Corner on their own.

A/a Chart

Using a red marker, write the letters *A* and *a* on a sheet of chart paper. Have children write capital and small *A*'s on the chart. Encourage them also to write words that begin with or contain *A* or *a* and underline the *A*'s and *a*'s they write. (The words may be children's own names, or words copied from signs in the classroom, from charts, or from books.)



From Acorn to Oak

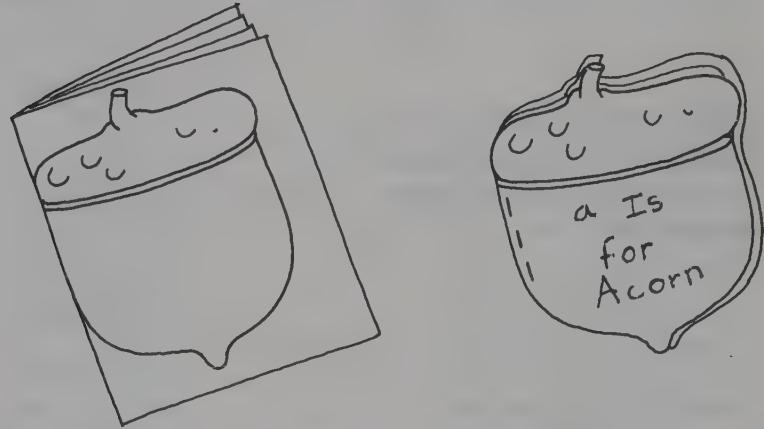
If acorns are found in your area, have children gather some for class discussion. Display an acorn, or a picture of an acorn. Ask if children know what an acorn is and where it comes from. If possible, display a branch from an oak tree that holds both leaves and acorns, or a picture of the same. Help children realize that an acorn is a seed from an oak tree. Discuss that while most acorns are eaten by squirrels or other small animals, some do take root and grow to become oak trees.

Children learn about seeds as they collect and talk about acorns. (*Science Link*)

Children create their own books of *A* words. (*Phonemic Awareness*)

Acorn Books

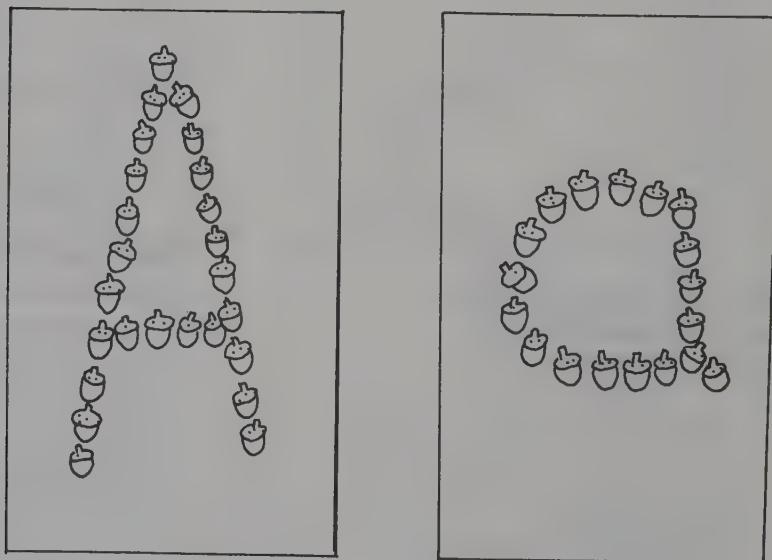
Create a stencil for an acorn to make *A* books. Fold three to four sheets of paper in half, and place the stencil along the fold line. Trace the acorn and cut it out. Staple or lace the fold edge to bind the book. Have children draw, or cut out from magazines, pictures of *A* words they have learned to illustrate the book. Help children label their pages as needed.



Children use alternate writing methods to model letter forms. (*Print Awareness*)

A's from Acorns

Provide letter cards for *A* and *a* for children to use as models. If acorns are found in your area, have children collect some, and glue them onto pieces of cardboard to form the letter. (Letters may also be formed from craft sticks.) Children might wish to illustrate their *A* acorns with a drawing of a tree to show what an acorn grows up to be. Encourage children to close their eyes and use their hands to distinguish the letter forms by touch. Some children may enjoy making their own *A* crowns, using Mortimer's crown as a model.



Letters and Sounds

RHYME TIME

Have a group of children sit in a circle. One child says a word, such as *cat*. The child to the right responds with a rhyming word, such as *hat*. The child then suggests a new word, such as *rice*, for the next child in the circle.

ALPHABET PUZZLES

Invite pairs of children to take apart and put together alphabet puzzles. Encourage children to name any letters they know.

FOLLOW-UP

On-Going Activity

“My Own ABC Book”

Award *A* stickers to children for having learned how to name and to write the letters *A* and *a*. Help children make “My Own ABC Books” in which to keep the stickers they earn throughout the year. Have children illustrate the *A* page of their ABC books with pictures of *A* words they have learned.

Concluding the Lesson

In which month are all monkeys born? (Ape-ril)

Invite children to:

- Share their favorite *A* activity with the class.
- Display their *A* artwork.
- Share a favorite book from the Reading Corner.
- Demonstrate their ability to bounce the ball during “*A*, My Name Is Amy.”

Help children celebrate their success:

- Serve class-made chicken soup with rice.
- Enjoy “*A*” snacks such as animals crackers with apple juice.
- Share the video “Chicken Soup with Rice” or “Alligators All Around,” in which a family of alligators clowns its way through the alphabet.



B

Baa, Baa, Black Sheep (song) Bingo (game)

Focus:

- Listen to the song “Baa, Baa, Black Sheep”
- Play “Bingo”
- Recognize the letters *B, b*
- Develop Print Concepts

KIT MATERIALS:

- Mortimer Moose
- Tapes 1A and Game Tape
- Crown *B*
- Chart for “Baa, Baa, Black Sheep”
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards

Books for the Reading Corner

- * Alexander, Martha. *Blackboard Bear*. Dial, 1969.
- Berenstain, Stan and Jan. *The B Book*. Random House, 1971.
- * Freeman, Don. *Beady Bear*. Viking, 1954.
- Kunhardt, Dorothy. *Pat the Bunny*. Western, 1942.
- Moncure, Jane B. *My “B” Sound Box*. Child’s World, 1977.
- * Peet, Bill. *Big Bad Bruce*. Houghton Mifflin, 1978.
- * Potter, Beatrix. *The Tale of Benjamin Bunny*. Warne, 1904.
- Williams, Ferelith. *Baa Baa Black Sheep*. David & Charles, 1985.

* Available as Read-Alongs

Recordings and Visuals

“Cluck, Cluck, Red Hen” (from *The Corner Grocery Store* by Raffi).

“Bingo” (from *We All Live Together*, Vol. 4, by Greg and Steve).

“Bean Bag Fun” (from Kimbo Musical Teaching Aids).

Happy Birthday, Moon by Frank Asch (Video from Weston Woods).

What letter of the alphabet likes honey? (“B”)



Play the traditional ABC Song
on Tape 1A as children
assemble for a meeting of
Mortimer's ABC Club.

Introducing the Letter *B*

Place the *B* crown on Mortimer's head, and identify the letter for children. Explain that *B* comes after *A* in the alphabet, and that it stands for the sound heard at the beginning of *Baa*.

Have children:

- Say *Baa* several times, listening for the beginning sound.
- Identify *Baa* as the sound that sheep make.
- Talk about *sheep*, what they look like, and how we use their wool.

Responding to Music

Invite children to listen as you play "Baa, Baa, Black Sheep" on Tape 1A.

Have children:

- Sing along as you play "Baa, Baa, Black Sheep" again.
- Respond creatively (for example, walk on all fours, "baa" like sheep, count off bags of wool on their fingers) as you play the song.
- Role play the Black Sheep, Master, Dame, and Little Boy to dramatize the song.
- Listen for other words in the song that begin with the sound *b* stands for.

Developing Print Concepts

Display the chart for "Baa, Baa, Black Sheep." Remind children that the words we say or sing can be written down. Then read the words of the song.

Help children:

- Read the song title: "Baa, Baa, Black Sheep."
- Find the word *Baa* twice in the title.
- Note where words begin and end and the spaces between words.

Demonstrate how to form the letters *B* and *b* on the chalkboard.

Have children:

- Find the letters *B* and *b* in other words of the song “Baa, Baa, Black Sheep.”
- Recognize that *Baa* and *baa* are the same word.
- Find the letters *B* and *b* in classroom signs.

Play “Baa, Baa, Black Sheep” once again.

Display page 2 of the Flip Book. Tell children that the name of this game is “Bingo.”

Have children:

- Identify the letters *B* and *b*.
- Say *Bingo* and *baa*, noting that both words begin with the same sound: /b/.
- Note from the picture that the children are using a *ball* to play “Bingo.”
- Suggest other words that begin with /b/, for example, *ball*.

Ask children if they know the song “Bingo.” Read the words to the song on page 2 for children. Point out that the letters *B-I-N-G-O* spell Bingo’s name.

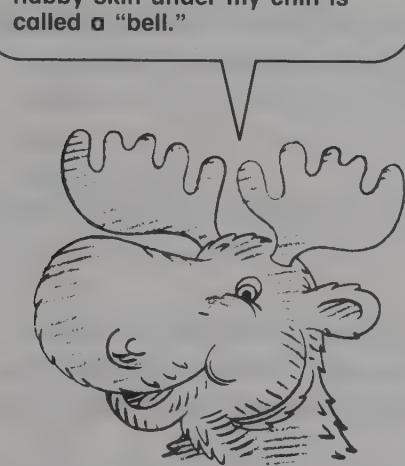
Have children:

- Find the letter *B* in the title.
- Find the word *Bingo* in the song.
- Spell aloud their own first names.
- Write names beginning with *B* on the chalkboard.

Play “Bingo” on the Game Tape (Side A), and invite children to sing along. Then invite children to play the game, using the directions on page 2A.

Language Experiences: Playing a Game

Play the contemporary version
of the ABC Song on Tape 1A to
signal the end of play.



Whole Language Experiences for "Baa, Baa, Black Sheep"

Tracing letters helps children become familiar with their forms. (*Print Awareness*)

Children role play black sheep to develop oral language. (*Language Experiences/Creative Play*)

Charting responses helps children organize ideas and note relationships. (*Science Link*)

B Is for Blue, Too

Display the "Baa, Baa, Black Sheep" chart. Remind children that the song is about a black sheep, and that the word *Black* begins with the letter *B*. Mention that the color *blue* also begins with *B*. Have children use blue markers to trace words on the chart that begin with capital *B* or small *b*. Invite them to decorate the borders of the chart with blue *B*'s and *b*'s.

How Do You Do, Black Sheep?

Play an interview game to foster oral language skills. Have a child be Black Sheep from "Baa, Baa, Black Sheep." Have other children ask questions of Black Sheep. (For example, "Does it hurt when people cut off your wool?" How does your wool feel?" "Why do you give one bag to the little boy down the lane?") You may want to list the questions on chart paper and reread them before having the Black Sheep respond.

Sheep Give Us Wool

Help children chart products we obtain from animals. Have children illustrate the chart with drawings or pictures cut from magazines. You might begin by recalling "Baa, Baa, Black Sheep" to name wool as an item obtained from sheep.

From a	We get	To make
 sheep	 wool	 mittens
 cow	 milk	 butter
 goose	 feathers	 pillows

Work with children to use the chart as a reference to complete the sentence frame expressed by the chart headings:

From a _____ we get _____ to make _____.

Children follow directions as they work together to make butter. (*Social Studies Link/Cooperative Learning*)

Cows Give Us Butter

Remind, or tell, children that cows give us milk. From the milk we can make butter. Have children say butter, listening for the beginning sound. Then invite children to make butter. Provide every two children with a baby food jar half filled with whipping cream. Have children take turns shaking the jars until the cream separates (five minutes). Pour off the excess liquid and place the butter into a large bowl. Have children take turns pressing out the excess milk with a wooden spoon as you carefully rinse the butter with cold water. Add salt to taste (optional). Help children sequence the steps in making butter on chart paper.

How We Make Butter

1. Put cream in a jar and shake.
2. Pour off the liquid.
3. Put the butter in a bowl.
4. Press the butter with a spoon and rinse it.
5. Add a little salt.

Invite children to illustrate the steps. Serve the butter with crackers at snack time.

Black Sheep Innovations

Invite children to create new verses for “Baa, Baa, Black Sheep.” You may wish to play for children “Cluck, Cluck, Red Hen” (from *The Corner Grocery Store*), which includes the traditional Black Sheep verse as well as a Red Hen and a Brown Cow verse. Print children’s verses on chart paper as they are dictated to you. Have children illustrate the verses. Bind the pages together for a classroom Big Book.

Let’s Listen

Encourage children to listen to the songs on Tape 1A. Suggest that they listen once again to “Apples and Bananas” and listen to “The Bowling Song” (from *One Light, One Sun*) to identify other words that begin with /b/.

Innovating on text helps children become aware of print and language patterns. (*Language Experiences/Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Whole Language Experiences for “Bingo”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children use alternate writing methods to model letter forms. (*Print Awareness*)

Children follow oral directions to make bean bags. (*Art Experiences*)

Children engage in alternate methods of play. (*Cooperative Learning*)

Read with Mortimer Moose

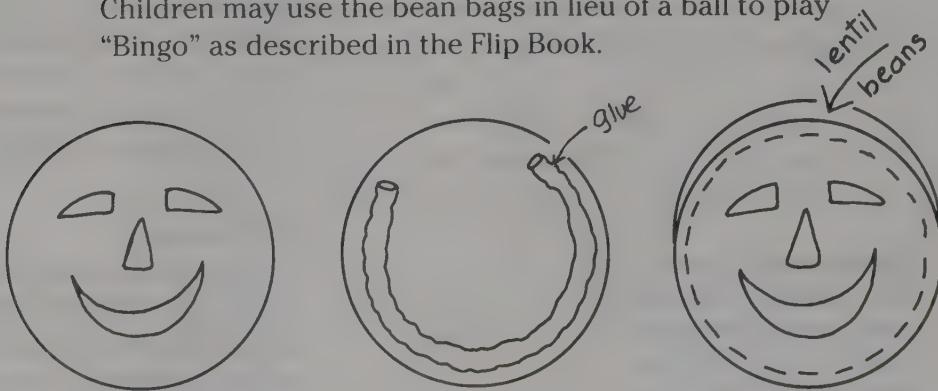
Have children work in pairs or in small groups to look through copies of the Little Game Books. Children might enjoy reading the words for “A, My Name Is Amy” and “Bingo” to each other. Children may also follow along as they listen to recordings of other books, “read” the “Baa, Baa, Black Sheep” classroom Big Book, or may prefer to browse through some books on their own.

B's from Beans

Have children print capital *B* or small *b* on pieces of cardboard and glue dried beans onto the letters. When the glue dries, suggest that children close their eyes and run their hands over the letters to tell if they are touching a capital or a small *b*. Have children say the word *bean* and listen for the beginning sound. Some children may enjoy making their own *B* crowns, using Mortimer’s crown as a model.

Make Bean Bags

Provide each child with two three-inch felt circles, assorted felt scraps, scissors, and glue. Have children decorate the circles by gluing felt scraps onto them. Then help children glue the circles together around the edges, leaving a one-inch opening. Let the circles dry overnight. Spoon lentil beans into the opening and glue it shut. You may want to reinforce the bean bags by stitching the edges for children. Children may use the bean bags in lieu of a ball to play “Bingo” as described in the Flip Book.



Clap-I-N-G-O

Teach children the clapping version or the dance version of “Bingo” as described in the Flip Book. Children playing the clapping version of the game may wish to sing along with “Bingo” (from *We All Live Together*, Vol. 4).

“B” Picture Bingo

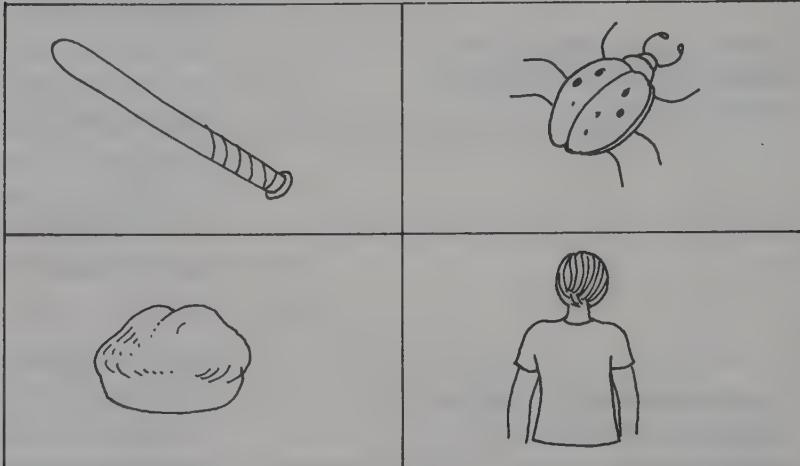
Children listen for and mark items pictured on bingo cards. (*Visual Discrimination/Auditory Discrimination*)

If you have Bingo board games in class, such as “Color and Shape Bingo” or “Animal Bingo,” teach children how to play these games. Or, you can make your own “B Picture Bingo” cards. Begin by making four copies each of the following Alpha-Rhyme cards: *back, bag, bat, book, bug, and bun*.

Paste the pictures onto six different Bingo cards as follows:

back, bag, bat, book
bag, bat, book, bug
bat, book, bag, bun
book, bug, bun, back
bug, bun, back, bag
bun, back, bug, bat

sample card



Provide each child with four paper markers on which the letter *B* has been written and place the Alpha-Rhyme cards for *B* face down on a table top. Each child then takes a turn choosing a card and displaying it for the group. If the displayed picture appears on a child’s card, the child covers it with a *B* marker. Play continues until a child has covered each picture on his or her card and announces a win by calling out “Bingo.”

***B/b* Chart**

Using a blue marker, write the letters *B* and *b* on a sheet of chart paper. Have children write capital and small *B*’s on the chart. Encourage them also to write words that begin with or contain *B* or *b* and underline the *B*’s and *b*’s they write. (The words may be children’s own names, or words copied from signs in the classroom, from charts, or from books.)

Children develop a sense of the alphabetic principle as they identify letters and sounds in words. (*Print Awareness/Phonemic Awareness*)

Children develop a sense of the alphabetic principle as they identify letters and sounds in words. (*Print Awareness/Phonemic Awareness*)

Letters and Sounds

ALPHA-RHYME "B" CARDS

Place the Alpha-Rhyme cards face up. Have children work with partners to find the cards for the letter *B*. Have children name the pictures on the cards. Tell children that they will learn how to play some games with these cards later.

ALPHABET PUZZLES

Invite pairs of children to take apart and put together alphabet puzzles. Encourage children to name any letters they know and to use the letters to write their names.

FOLLOW-UP

On-Going Activity

Play "A, My Name Is Amy" with *B*

Continue the bounce-ball rhyme "A, My Name Is Amy" by helping children make up new words for the letter *B* (for example, *Betty, Bill, Boston, beans*). Continue playing the bounce-ball game, challenging children to create new verses as new letters are learned.

Concluding the Lesson

Invite children to:

- Share their favorite *B* activity with the class.
- Display their *B* artwork.
- Share a favorite book from the Reading Corner.
- Learn, if they haven't already done so, the clapping version of "Bingo" as described in the Flip Book.

Help children celebrate their success:

- Award "B" stickers and have children add the stickers to their "My Own ABC Book."
- Serve class-made butter on crackers.
- Enjoy "B" snacks such as bananas, or snap green beans and serve with vegetable dip.
- For a special treat, show children the video *Happy Birthday, Moon* by Frank Asch. In this classic fantasy, Bear decides to give his friend the moon a birthday present.



C

The Caterpillar (song) Cat and Mouse (game)

Focus:

- Listen to the song “The Caterpillar”
- Play “Cat and Mouse”
- Recognize the letters *C, c*
- Develop Print Concepts

Books for the Reading Corner

- * Berenstain, Stan and Jan. *C Is for Clown*. Random House, 1972.
- Carle, Eric. *The Very Hungry Caterpillar*. Philomel, 1981.
- De Paola, Tomie. *Charlie Needs a Cloak*. Prentice-Hall, 1974.
- * Freeman, Don. *Corduroy*. Viking, 1968.
- Kraus, Ruth. *The Carrot Seed*. Harper, 1945.
- * Slobodkina, Esphyr. *Caps for Sale*. Harper, 1947.

* Available as Read-Alongs

Recordings and Visuals

- “The Cat Came Back” (from *The Cat Came Back* by Fred Penner).
- “Camels, Cats and Rainbow” (Gentle Wind).
- “Cabbage Soup” (Gentle Wind).

Kit Materials:

- Mortimer Moose
- Tape 1B
- Crown C
- Chart for “The Caterpillar”
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards

Spread open your fingers.
Put your thumbs on your head,
over your ears.
You’re a moose!



Play the traditional ABC Song on Tape 1B as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter C

Place Crown C on Mortimer's head, and identify the letter for children. Explain that C is the letter that comes after B in the alphabet. Invite children to say the letters A, B, and C with you. Tell children that the letter C stands for the sound at the beginning of *Caterpillar*.

Have children:

- Say *Caterpillar* several times, listening for the beginning sound.
- Discuss what a caterpillar looks like.
- Tell what they know about caterpillars.

Responding to Music

Invite children to listen as you play the song "The Caterpillar" on Tape 1B.

Have children:

- Sing along as you play "The Caterpillar" again.
- Move creatively (for example, crawl like a caterpillar, curl up in a "cocoon," and fly about the room) as you play "The Caterpillar."
- Listen for other words that begin with the same sound as *caterpillar*.
- Learn a finger play for "The Caterpillar."

Verse 1: The "caterpillar" thumb crawls along a desk top.



Verse 2: The caterpillar thumb crawls into a closed fist and wiggles around.



Verse 3: The thumbs of both hands link together, and the fingers flutter as the new "butterfly" flies away.

Developing Print Concepts

A caterpillar is fuzzy, just like my antlers.



Display the chart for "The Caterpillar." Read the words of the song for children.

Have children:

- Read aloud with you the title: "The Caterpillar."
- Find the word *Caterpillar* in the first line of the song.
- Note where other words begin and end and the spaces between words.

Demonstrate how to form the letters *C* and *c* on the chalkboard.

Help children:

- Recognize that the letters *C* and *c* look alike except that small *c* is smaller than capital *C*.
- Find the letters *C* and *c* in *Caterpillar* and in other words in the song.
- Find the letters *C* and *c* in classroom signs.

Play "The Caterpillar" once again.

Display page 3 of the Flip Book. Tell children that the game for *C* is "Cat and Mouse."

Have children:

- Identify the letters *C* and *c*.
- Say *cat* and *Caterpillar*, noting that both words begin with the same sound.

Read the verse on page 3 for children.

Have children:

- Find the letter *C* in the title.
- Find the word *cat* in the verse.
- Find other *c* words in the verse.

Read the verse again. Then teach children how to play "Cat and Mouse" using the directions on page 3A.

Invite children to play the game. Have children in the circle chant the verse from page 3 as the Cat tries to catch the Mouse.

Reinforcing the Letter *C*

Language Experiences: Playing a Game

Play the contemporary version of the ABC Song on Tape 1B to signal the end of play.

Whole Language Experiences for “The Caterpillar”

Children trace letters to become familiar with their forms. (*Print Awareness*)

Children follow directions and engage in oral language. (*Language Experiences*)

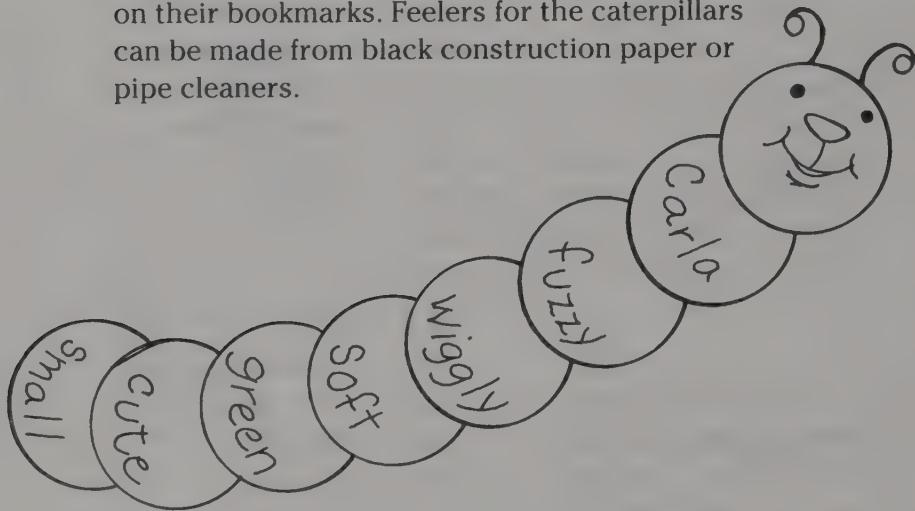
Children verbalize their experiences with clay. (*Art Experiences*)

C Is for Caterpillar

Display “The Caterpillar” chart. Have children trace over the letter C or c at the beginning of words in the song. Provide children with colored markers. Have them draw pictures of caterpillars, cocoons, and butterflies to border the chart. Encourage children to print the word *caterpillar* and other words that begin with c on the chart.

Caterpillar Bookworm Bookmarks

Provide children with several circles cut from colored construction paper. Show children how to paste the circles together to make caterpillars. Have children add faces to and print their names on the caterpillars. Children may also wish to print words that describe caterpillars on their bookmarks. Feelers for the caterpillars can be made from black construction paper or pipe cleaners.



Clay Caterpillars

Invite children to make caterpillars out of modeling clay. Children may wish to make their caterpillars in the shape of the letter C. If children prefer to model different animals, permit them to do so. As children work, encourage them to describe the clay and what they are doing. List their comments on chart paper for oral discussion. Initial children’s comments to personalize them.

Allow the clay to harden overnight before having children paint their creations.

Children share their knowledge of caterpillars with their peers. (Science Link/Cooperative Learning)

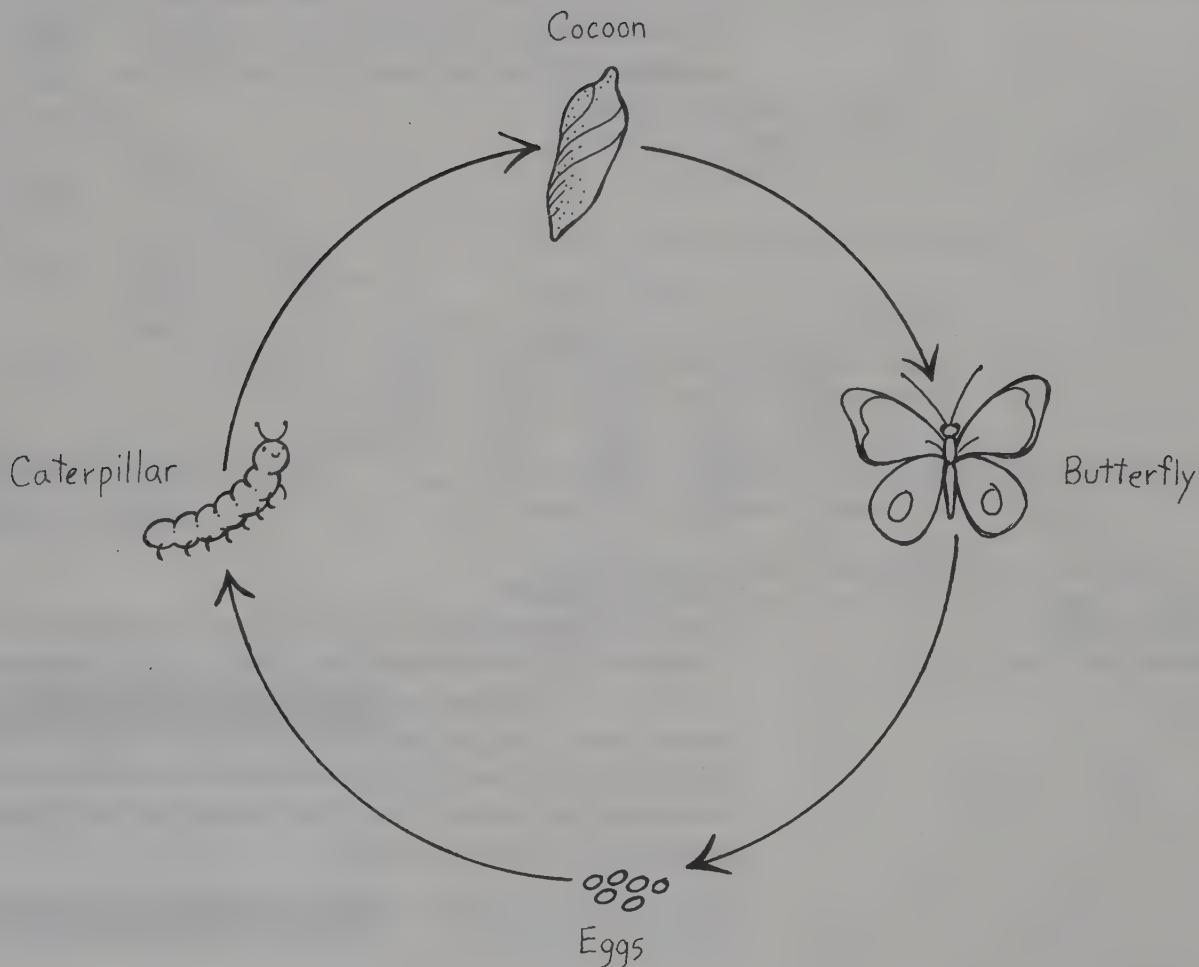
Children learn about the life cycle of a caterpillar as they listen to a story. (Science Link)

Caterpillar Talk

Invite children to tell what they know about caterpillars. Have children listen again to "The Caterpillar" on Tape 1B to tell what happens to the caterpillar in each verse. Make sure children understand that the caterpillar spins a cocoon, enters the cocoon, and, after a period of time, emerges as a butterfly. If possible, display pictures of different kinds of caterpillars, cocoons, and butterflies.

Caterpillar to Butterfly

"Borrow" the book *The Very Hungry Caterpillar* from the Reading Corner. Read the book to children to share with them a caterpillar's transformation from caterpillar to butterfly. Talk about the life of a caterpillar with children. You may wish to obtain a nonfiction book from your library that illustrates the caterpillar's life cycle. Help children outline the cycle in the form of a circular graph. Work with children to illustrate the graph.

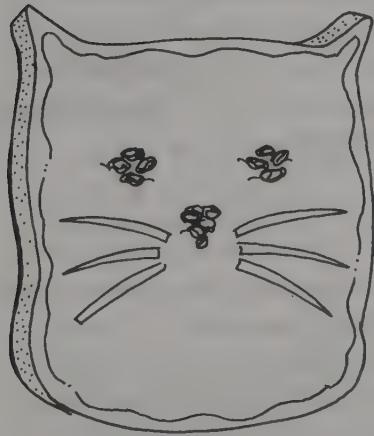


Whole Language Experiences for "Cat and Mouse"

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children model story structure to narrate their own tales. (*Language Experiences*)

Children experiment with letter forms to create animals. (*Print Awareness*)



Read with Mortimer Moose

Children can work with partners or in small groups to look through copies of the Little Game Books. Encourage children to name as many letters of the alphabet as they can as they look through the books. They might also look for words that begin with the letters *A*, *B*, or *C*. Children can also follow along as they listen to tape recordings of other books in the Reading Corner. Or, children might prefer to browse through some of the books on their own.

Cat and Caterpillar Stories

Children may enjoy dictating their own stories about cats or caterpillars. Have them dictate into a tape recorder for transcription later onto chart paper. Or, enlist the aid of a parent or older child to write on chart paper the dictated stories.

Cats and Caterpillars from *C*'s

Suggest that children try forming the letters *C* and *c* with pieces of string or yarn glued to construction paper. Children might make their *C*'s into caterpillars, or draw a cat nestled in the letter *C*. The curved yarn letter may then represent the cat's tail curled around its body. Some children may enjoy making their own *C* crowns, using Mortimer's crown as a model.

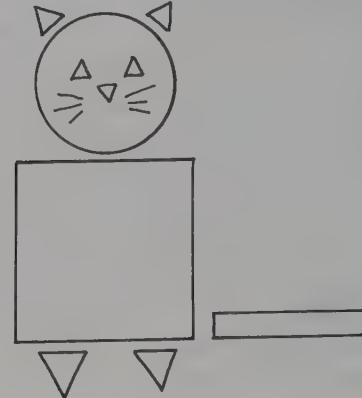
Cat Sandwiches

Provide each child with a slice of bread, three raisins, and six carrot shavings. Help children spread peanut butter on the bread, and show them how to add raisin eyes, a raisin nose, and carrot whiskers. Pinch the upper two corners of the bread to make cat "ears." Enjoy your cat sandwiches for snack.

Children name shapes and employ shapes to make cats.
(*Visual Discrimination*)

Shape Cats

Provide children with a variety of circles, squares, triangles, and rectangles cut from colored construction paper. Work with children to name the various shapes. Then challenge children to make cats by pasting the various shapes onto pieces of paper. Children may use markers to add details to their cats.



Children explore books to learn about and compare cats. (*Science Link*)

Little Cats, Big Cats

Invite children to describe cats they have seen. Discuss the size, color, fur, and habits of these cats. Then display pictures of wild cats (for example, tiger, lion, leopard, panther, cheetah, bobcat). Your librarian will be able to suggest nonfiction picture books that contain photographs of these animals. Tell children that little cats (pets) and big cats (wild animals) belong to the same family. Work with children to compare the features shared by little cats and big cats. Discuss the use of the claws for climbing and hunting and the shape of the head and ears. Have children pantomime how cats—little and big—stalk, pounce, stretch, and wash.

Children work together to author their own books. (*Print Awareness/Cooperative Learning*)

Our Book of Cats

Invite interested children to work together in pairs to make a book of cats (see **Little Cats, Big Cats** activity). Using picture books as models, have children draw their own little and big cats. Help children label their drawings and bind the pages together to make an “Our Book of Cats” to add to the Reading Corner.

Children create new verses for the bounce-ball rhyme.
(*Phonemic Awareness*)

C, My Name Is . . .

Continue the bounce-ball rhyme “A, My Name Is Amy.” You might help children get started by suggesting: *Cathy, Carl, California, cats*.

Letters and Sounds

ALPHABET PUZZLES

Invite pairs of children to take apart and put together alphabet puzzles. Encourage children to name any letters they know. Using the letters *A*, *B*, and *C*, have one child select and place a letter in a paper bag. Have the second child identify the letter by its shape.

ALPHA-RHYME

Many children will be ready to play Alpha-Rhyme. Teach groups of two to four children how to play Alpha-Rhyme; the object being to get rid of one's cards by matching them to other cards by rhyme or beginning letter. (See the Appendix for directions.)

FOLLOW-UP

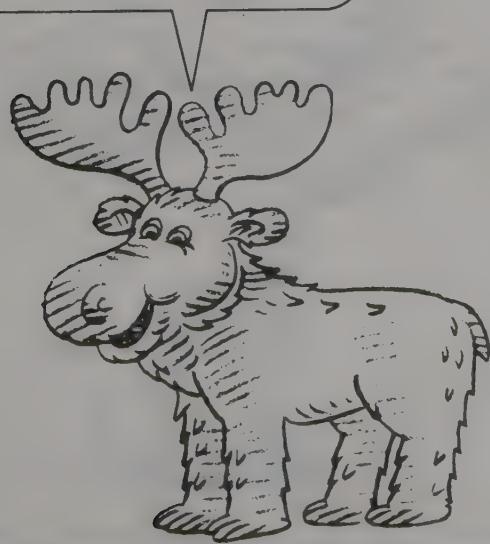
On-Going Activity

Word for the Day

Display the words *crawl* and *curl*. Have children say the words, listening for the beginning sounds. Call on volunteers to show how a caterpillar crawls or how a cat curls up. Then have children choose one word as the *C* Word for the Day. Use the Word for the Day as an attention-getting device or game. For example, you might call out the word *crawl*, at which time children must stop what they are doing and crawl. They continue to crawl until you give the signal to stop.

Concluding the Lesson

What looks like a kitten, sounds like a kitten, and acts like a kitten, but isn't a kitten? (a cat)



Invite children to:

- Share their favorite *C* activity with the class.
- Display their *C* artwork.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "C" stickers, and have children add them to their "My Own ABC Book."
- Serve cat sandwiches for snack.
- Enjoy other "C" snacks such as carrots.
- Share the recordings "Camels, Cats and Rainbow" or "Cabbage Soup" with children. Tell children that "Cabbage Soup" is a musical play based on the fairy tale "Rapunzel."

D

Hey Diddle Diddle (song) Duck, Duck, Goose (game)

Focus:

- Listen to the song “Hey Diddle Diddle”
- Play “Duck, Duck, Goose”
- Recognize the letters *D, d*
- Develop Print Concepts

KIT MATERIALS:

- Mortimer Moose
- Tape 1B
- Crown *D*
- Chart for “Hey Diddle Diddle”
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards

Books for the Reading Corner

- * Brown, Ruth. *A Dark, Dark Tale*. Dial, 1981.
- * Freeman, Don. *Dandelion*. Viking, 1964.
- Ginsburg, Mirra. *The Chick and the Duckling*. Macmillan, 1972.
- * Hughes, Shirley. *Dogger*. Lothrop, Lee, & Shepard, 1977.
- * Joslin, Sesyle. *What Do You Do, Dear?* Harper, 1958.
- * McCloskey, Robert. *Make Way for Ducklings*. Viking, 1941. Caldecott Book.
- Moncure, Jane B. *My “D” Sound Box*. Child’s World, 1978.
- Wasmuth, Eleanor. *Hey, Diddle Diddle*. Board book. Simon & Schuster, 1986.

* Available as Read-Alongs

Recordings and Visuals

“Diddle Diddle Dumpling,” “Dickory Dickory Dare,” “Hickory Dickory Dock” (from Sharon, Lois, & Bram’s *Mainly Mother Goose*).
“Five Little Ducks” and “Ducks Like Rain” (from *Rise and Shine* by Raffi).
“Little White Duck” (from *Everything Grows* by Raffi).
Dandelion (Sound filmstrip from Live Oak Media).
A Dark, Dark Tale (from the video “Slightly” Scary Stories from Weston Woods).

Isn’t “Hey Diddle Diddle” one of the poems in “Mother Moose’s Nursery Rhymes?”



Play the traditional ABC Song on Tape 1B as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter *D*

Identify for children the letter *D* on Mortimer's crown. Display an alphabet puzzle and point to the letter *D*, explaining that *D* comes after *C* in the alphabet. Say the letters *A* through *D* with children. Explain that the next song they will listen to is "Hey Diddle Diddle" and that the letter *D* stands for the sound heard at the beginning of the word *Diddle*.

Have children:

- Say *Diddle* several times, listening for the beginning sound.
- Recite the rhyme if they know it.
- Share rhymes or songs they know having nonsense words like *Diddle* (for example "Hey Diddle Diddle," "Diddle Diddle Dumpling," "Dickory Dickory Dare," "Hickory Dickory Dock").

Responding to Music

Invite children to listen as you play "Hey Diddle Diddle" on Tape 1B.

Have children:

- Sing along as you play "Hey Diddle Diddle" again.
- Dramatize the song (for example, play the fiddle, jump over the moon, laugh, and run away with the spoon) as they listen to "Hey Diddle Diddle."
- Listen for two other words that begin with the same sound as *Diddle*: *dog, dish*.

Developing Print Concepts

Display the chart for "Hey Diddle Diddle." Read the song aloud, pointing to the words as you do so.

Have children:

- Read with you the song title: "Hey Diddle Diddle."
- Find the word *Diddle* twice in the title.
- Note where other words begin and end and the spaces between words.

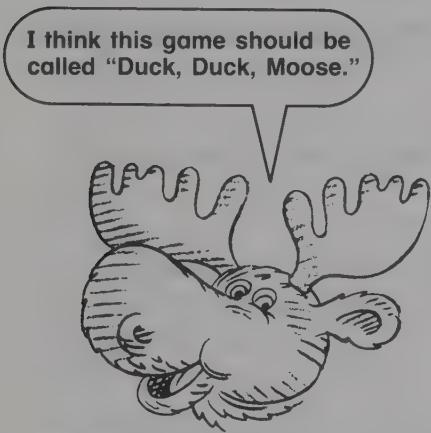
Demonstrate how to form the letters *D* and *d* on the chalkboard.

Help children:

- Find the letters *D* and *d* in words on the chart for "Hey Diddle Diddle."
- Note that *Diddle* and *diddle* are the same word.
- Frame the words *dog* and *dish* and say the words several times, listening for the beginning sound.
- Find the letters *D* and *d* in classroom signs.

Play "Hey Diddle Diddle" once again.

Reinforcing the Letter *D*



Language Experiences: Playing a Game

Display page 4 of the Flip Book. Tell children that the game for the letter *D* is "Duck, Duck, Goose."

Have children:

- Identify the letters *D* and *d*.
- Say *duck* and *Diddle*, noting that both words begin with the same sound.

Read the verse printed on page 4 for children.

Have children:

- Find the word *Duck* twice in the title.
- Find the word *duck* three times in the first line.
- Find the word repeated three times that rhymes with *duck*: *luck*.
- Discuss the illustration, identifying who in the picture might be ducks and who might be the goose.

Teach children how to play "Duck, Duck, Goose" using the directions on page 4A.

You might give the Goose a puzzle letter *D* with which to tap the players on the shoulder.

Play the contemporary version of the ABC Song on Tape 1B to signal the end of play.



Whole Language Experiences for “Hey Diddle Diddle”

Children trace letters to become familiar with their forms and label items to associate pictures with words. (*Print Awareness*)

Listening to selected songs helps children relate themes. (*Language Experiences*)

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness/Phonemic Awareness*)

Children engage in functional writing and oral language. (*Print Awareness/Creative Play*)

Children invent dance steps to accompany a song. (*Creative Play*)

“Hey Diddle Diddle” Doodles

Have children trace over the letters *D* and *d* in the title and in the words on the “Hey Diddle Diddle” chart. Write the letters *D* and *d* on chart paper and place it next to the “Hey Diddle Diddle” chart. Invite children to use colored markers to illustrate the song on the *D/d* chart. Help children label the items they draw: cat, fiddle, cow, moon, dog, dish, spoon.

Let’s Listen

Encourage children to listen to the songs on Tape 1B. You may also suggest that they listen to other nonsense rhymes such as “Diddle Diddle Dumpling,” “Dickory Dickory Dare,” and “Hickory Dickory Dock” (from *Mainly Mother Goose*).

And the *D*’s Ran Away with the Spoons

Have children fingerpaint on paper plates the letters *D/d*. Children can help “the dish run away with the spoon” by gluing a plastic spoon to the dish and adding construction paper legs. Some children may wish to make *D* crowns.



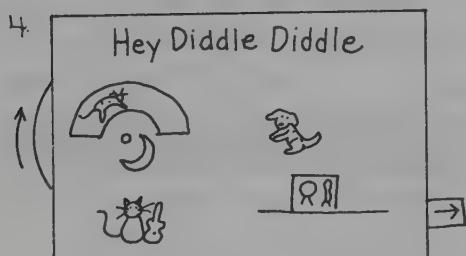
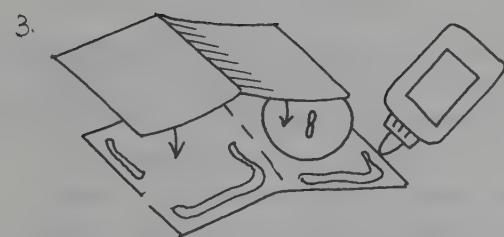
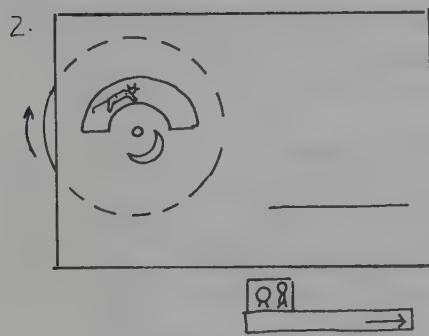
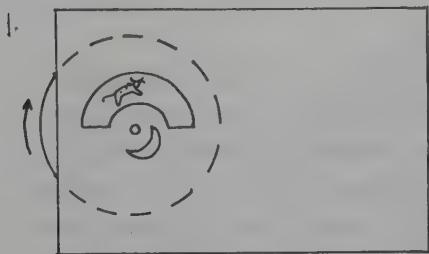
Dining Out

Provide table settings, simple menus, and an order pad for a classroom restaurant. Discuss with children the proper use of the following items: dish, glass, spoon, knife, fork, napkin. Then invite children to role play dining, or eating, out. Have children “read” their menus, place their orders with a waiter or waitress, and eat their meals. Encourage children to use their best manners when dining out. Follow the role play with a discussion of manners. You may wish to share with children the book *What Do You Do, Dear?* which uses a question and answer format to convey humorous lessons in manners and good behavior.

“Hey Diddle Diddle” Dance

Tell children that some people believe “Hey Diddle Diddle” was once a dance. Have children say the word *dance*, listening for the beginning sound. Ask what kind of dance “Hey Diddle Diddle” might have been. Then play “Hey Diddle Diddle” on Tape 1B, and invite children to create steps for the dance.

Children follow directions to make their own pop-up books.
(Print Awareness)



"Hey Diddle Diddle" Pop-Up

Invite children to make pop-ups for "Hey Diddle Diddle."

1. Cut for children a two-inch wide arc in a sturdy sheet of paper. Use a paper fastener to attach a five-inch circle to the page so that the arc becomes a "window" and the circle's edge slightly extends beyond the page. Have children draw a cow in the "window" and a moon beneath the window.

2. Have children draw a dish and spoon on a two inch square piece of paper. Attach the drawing to a five-inch strip of paper. Cut a slit as shown into the "pop-up" page and insert the sliding strip through the back of the page.

3. Turn the pop-up upside down and line the "open" edges of the page with glue. Protect the mechanics of the pop-up by placing a second piece of paper over the back of the page. Allow it to dry.

4. When the glue is dry, have children illustrate the entire rhyme. Ask them to print the title of the rhyme on the page. Have them recite the rhyme as they make the cow jump over the moon and the dish run away with the spoon.

DID YOU KNOW?

"Hey Diddle Diddle" appeared in *Mother Goose's Melody*, 1765. Two works printed in the late 1500's give credence to its being a dance. One work by Thomas Preston (*A lamentable tragedy mixed full of pleasant mirth, conteyning the life of Cambises King of Persia*) printed in 1569, read: "They be at hand Sir with stick and fiddle;/ They can play a new dance called hey-didle-didle."

Whole Language Experiences for “Duck, Duck, Goose”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Listening to selected songs helps children relate themes. (*Language Experiences*)

Children learn about ducks in the wild as they listen to a story. (*Science Link*)

Children learn that words may have multiple-meanings. (*Language Experiences*)

Read with Mortimer Moose

Have children work with partners or in small groups to look through copies of the Little Game Books. Encourage children to name any alphabet letters they can and to look for words that begin with the letters *A* through *D*. Children may also follow along as they listen to recordings of books in the Reading Corner or browse through the books in the Reading Corner on their own.

Let's Listen

Ducks are the subjects of several songs. You may want to suggest that children listen to “Little White Duck” (from *Everything Grows*) and “Five Little Ducks” and “Ducks Like Rain” (from *Rise and Shine*).

Make Way for Ducklings

Borrow *Make Way for Ducklings* from the Reading Corner and read it to children. Discuss with children how the Mallards are different from ducks usually seen on farms. Explain that mallards are wild ducks; that is, they find their own homes, build their own nests, and take care of themselves. Display books containing pictures of wild ducks. Help children distinguish between male and female ducks by mentioning that the males are more colorful. Have children speculate about the importance of female ducks being able to blend into their surroundings.

Words Can Mean Different Things

Remind children that the word *duck* names an animal. Then ask if they know a different meaning for *duck*, or ask what they would do if someone shouted for them to “Duck!” Have children demonstrate how “to duck” and to describe times when they might need to do so (for example, when reaching under a table, when entering a playhouse, when avoiding a ball thrown on the playground).

Children may wish to make the verb *duck* the Word for the Day. They might also suggest the word *dance*.

Children create new verses for the bounce-ball rhyme.
(*Phonemic Awareness*)

D, My Name Is . . .

Help children create *D* verses for "A, My Name Is Amy." Display the verses of the bounce-ball rhyme from page 1 of the Flip Book on chart paper and use self-sticking, removable notes to cover the letter *A* and the other *A* words to be replaced. This chart can then be used for additional letters of the alphabet. Suggestions for *D* words are as follows:

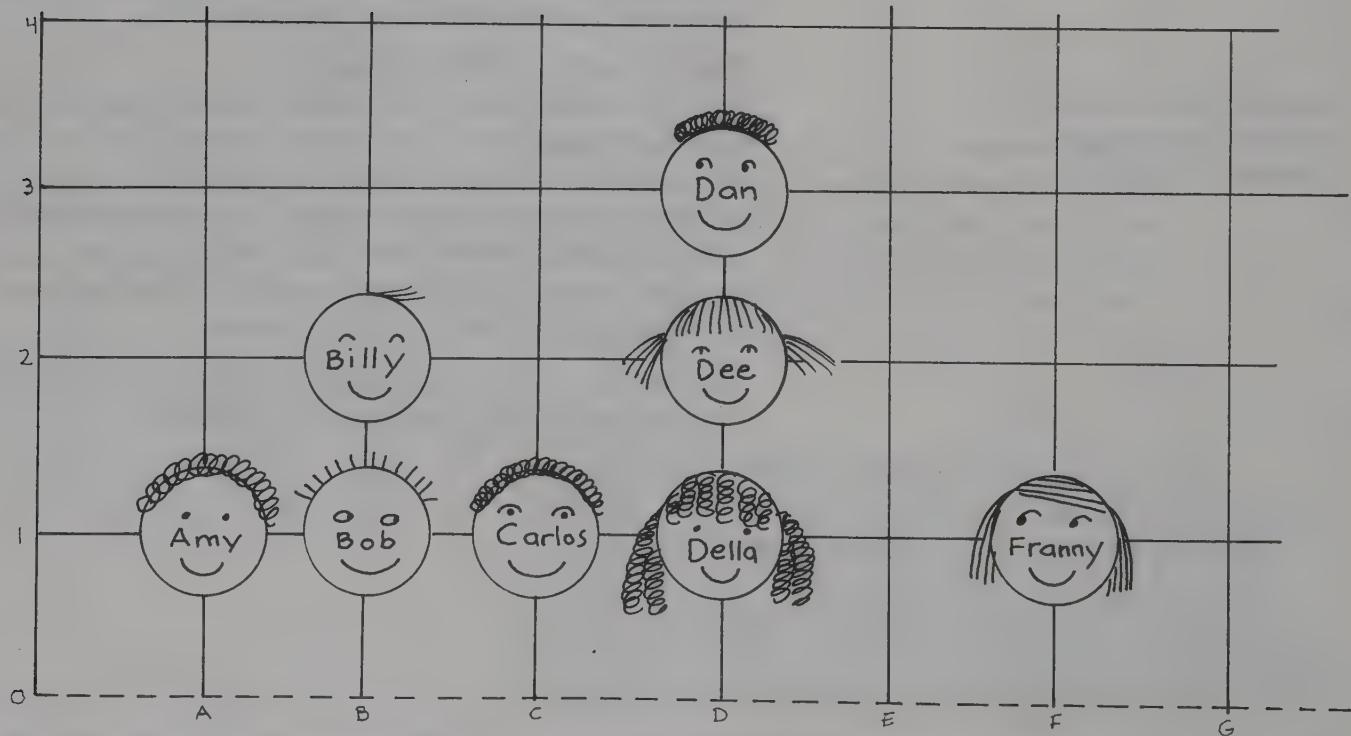
D my name is Dana.
My husband's name is David.
We come from Delaware.
And we sell ducks.

Children organize information to create a pictograph. (*Math Link*)

My Name Is Pictograph

Help children make a My Name Is pictograph. Write the letters *A* through *Z* along the bottom of a sheet of butcher block paper and the numerals *0* through *4* along the left side of the paper. Have children print, or print for children, their names on paper cutouts of heads. Children may draw faces on the heads and use colored yarn for hair to form likenesses of themselves.

Call out the alphabet letters one at a time to see who in the class has a name beginning with that letter. Help children paste the heads in the appropriate columns of the pictograph.



Letters and Sounds

PUZZLE WORDS

Invite pairs of children to take apart and put together an alphabet puzzle.

Encourage children to name any letters they know. Provide children with word cards for *dog*, *duck*, *dish*, and *dance*. Have children duplicate the words using the letters from the alphabet puzzle.

END SOUNDS

Tell children that some words begin with the sound for *d* and some words end with the sound for *d*. Have children listen carefully to tell if they hear the sound for *d* at the beginning or at the end of each of the following words: duck, dog, bed, road, desk, sled. If you wish, make picture cards for words that begin or end with the sound for *d*, and have children work in pairs to group the pictures accordingly.

ALPHA-RHYME

Invite groups of two to four children to play Alpha-Rhyme. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Use the *My Name Is Pictograph* during the year to:

- Count names beginning with feature letters.
- Practice the numbers 0, 1, 2, 3, and 4.
- Use *more* and *less* to compare graph results.

Concluding the Lesson

Let's read one of the books in the Reading Corner together.



Invite children to:

- Share their favorite *D* activity with the class.
- Display their *D* artwork.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "D" stickers, and have children add them to their "My Own ABC Book."
- Enjoy "D" snacks such as dates, dried fruit pieces, or vegetables with a dill dip.
- Share with children the video *A Dark, Dark, Tale*, or share with them the filmstrip *Dandelion*.



Eency Weency Spider (song) East Side, West Side (game)

Focus:

- Listen to the song “Eency Weency Spider”
- Play “East Side, West Side”
- Recognize the letters *E, e*
- Develop Print Concepts

KIT MATERIALS:

- Mortimer Moose
- Tape 2A
- Crown *E*
- Chart for “Eency Weency Spider”
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Moose Match-Up

Books for the Reading Corner

Brown, Marc. “The Eensy, Weensy Spider” from *Finger Rhymes*. Dutton, 1980.

* Heine, Helme. *The Most Wonderful Egg in the World*. Macmillan, 1983.

* Heller, Ruth. *Chickens Aren’t the Only Ones*. Putnam, 1981.

Kent, Jack. *The Egg Book*. Macmillan, 1975.

Mayer, Mercer. *East of the Sun & West of the Moon*. Macmillan, 1980.

Milhous, Katherine. *The Egg Tree*. Macmillan, 1971.

Moncure, Jane B. *Short E and Long E Play a Game*. Child’s World, 1979.

Oxenbury, Helen. *Eating Out*. Dial, 1983.

Pegeen, Snow. *Eat Your Peas, Louise*. Childrens Press, 1985.

Sharmat, Mitchell. *Gregory, the Terrible Eater*. Four Winds, 1979.

* Available as Read-Alongs

Recordings and Visuals

“Spider on the Floor” (from *Singable Songs for the Very Young* by Raffi).

“East/West” (from *All of Us Will Shine* by Tickle Tune Typhoon).

“The Sidewalks of New York” (from *Disney Song Tape, Vol. I*).

The Most Wonderful Egg in the World (Animated video from Weston Woods).

Look at how far we’ve come! All that’s left is “E-Z.”



Play the traditional ABC Song on Tape 2A as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter *E*

Identify for children the letter *E* on Mortimer's crown. Display page 27 of the Flip Book, and have a child find the letter *E* on the page. Lead children in reciting the alphabet through *E*. Tell children that the next song they will listen to is "Eency Weency Spider." The letter *E* stands for the sound heard at the beginning of the word *Eency*.

Have children:

- Say *Eency* several times, listening for the beginning sound.
- Recite the rhyme if they know it.
- Suggest other words that mean the same thing as *Eency Weency* (for example, *teeny tiny, itsy bitsy, incey wincey*).

Responding to Music

Invite children to listen as you play "Eency Weency Spider" on Tape 2A.

Have children:

- Tell what a waterspout is.
- Sing along as you play "Eency Weency Spider."
- Learn and perform a finger play for "Eency Weency Spider" as they listen:



The eency weency spider



Went up the waterspout.



Down came the rain



And washed the spider out.



Out came the sun



And dried up all the rain.



And the eency weency spider



Went up the spout again.

Developing Print Concepts

Display the chart for "Eency Weency Spider." Read the song aloud, pointing to the words as you do so.

Have children:

- Read with you the title: "Eency Weency Spider."
- Find the word *Eency* in the title.
- Note where other words begin and end and the spaces between words.

Demonstrate how to form the letters *E* and *e* on the chalkboard.

Help children:

- Find the letters *E* and *e* in words on the chart for "Eency Weency Spider."
- Note that *Eency* and *eency* are the same word.
- Note that *weeny* contains the word *eency*.
- Find the letters *E* and *e* in classroom signs.

Play "Eency Weency Spider" once again.

Display page 5 of the Flip Book. Tell children that the game for the letter *E* is "East Side, West Side," and that the words *east* and *west* are direction words that help tell where places are.

Have children:

- Identify the letters *E* and *e*.
- Say *east* and *Eency*, noting that both words begin with the same sound: /ē/.

Read the verse printed on page 5 for children.

Have children:

- Find the word *East* in the title.
- Find the word *east* twice in the song.
- Find a word that begins with the same sound as *east*: *each*.

Teach children how to play "East Side, West Side" using the directions on page 5A.

Reinforcing the Letter *E*

Did you know, Moose live as far west as Alaska and as far east as Maine?



Language Experiences: Playing a Game

Play the contemporary version of the ABC Song on Tape 2A to signal the end of play.

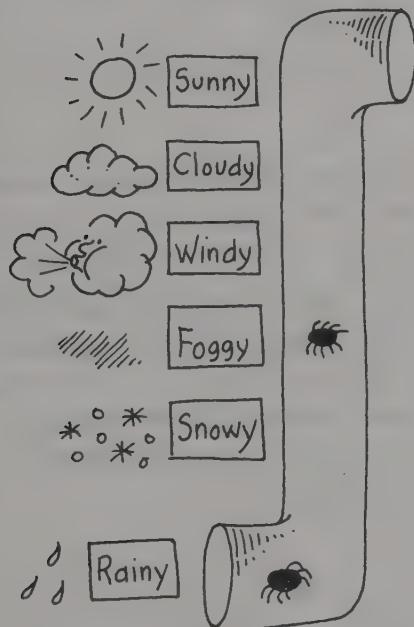
Whole Language Experiences for “Eency Weency Spider”

Children trace letters to become familiar with their forms and label items to associate pictures with words. *(Print Awareness)*

Listening to selected songs helps children relate themes. *(Language Experiences)*

Manipulative materials help children reinforce sound-symbol correspondences. *(Print Awareness/Phonemic Awareness)*

Children become scientists as they record the weather. *(Science Link)*



Eency Weency Drawings

Display the chart for “Eency Weency Spider,” and have children trace over any *E* or *e* that appears on the chart. Invite children to illustrate the chart using colored markers. Help children label the items they draw: spider, spout, rain, sun.

Let’s Listen

Encourage children to listen to “Eency Weency Spider” on Tape 2A and perform the finger play as they do so. Suggest that they listen to “Spider on the Floor” (from *Singable Songs for the Very Young*), and create their own finger play as they listen.

Eency Weency E’s

Have children use styrofoam balls and pipe cleaners to make spiders and write the letters *E/e* on the spiders’ backs. The spiders may be hung from the ceiling with string or tied with lengths of string to coat hangers to make mobiles. Some children may enjoy making their own *E* crowns, like Mortimer’s.

Waterspout Spider Gauge

Even if you already have a method of recording the day’s weather, children will enjoy making a waterspout spider gauge to both record the weather and the spider’s progress up the spout. Assign a different child each day to comment on the weather outside and record the results on the chart.

Have children draw a waterspout on a strip of butcher block paper. Label, or help children label, the waterspout as shown. Then pin or tape a construction paper spider on the waterspout to record the day’s weather. More than one spider might be needed to record days with multiple conditions, such as foggy and rainy.

Learning rhymes helps children become aware of language patterns. (*Language Experiences*)

Little Miss Muffet

Ask if children know another “spider” rhyme. Suggest “Little Miss Muffet,” if children do not. Teach children “Little Miss Muffet,” and invite them to act out the rhyme, using the styrofoam spiders as props. Children might also enjoy learning the finger play for the rhyme:



Little Miss Muffet sat on a tuffet



Eating her curds and whey.



Along came a spider



Who sat down beside her,



And frightened Miss Muffet away.

Children explore books for information about spiders. (*Science Link*)

Spider Facts

Have children share what they know about spiders, listing their responses on chart paper. Then share with children a picture book or books about spiders. Once you have shared the book(s), review what children said about spiders. Work with them to revise their comments to make a “What We Know About Spiders” chart, such as the following:

What We Know About Spiders

- Spiders have eight (8) legs.
- Most spiders do not harm people.
- Spiders eat bugs.
- Most spiders spin webs.
- Spiders lay eggs.

Have children highlight words on the chart that begin with the letter *e* (for example, *eight, eat, eggs*).

Spiders Aren’t the Only Ones

Remind, or tell, children that spiders lay eggs. Ask children to name other animals that lay eggs. List their responses on chart paper. Then borrow the book *Chickens Aren’t the Only Ones* from the Reading Corner and read it with children. Review the book by working with children to add other animal names to the chart they started.

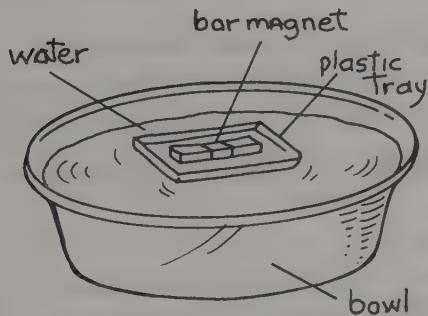
Children learn about other egg-laying animals as they listen to a story. (*Science Link*)

Whole Language Experiences for "East Side, West Side"

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Making a compass helps children relate directional words to location. (*Science Link*)



Children record wind patterns over a series of days. (*Science Link*)

Read with Mortimer Moose

Children can work with partners or in small groups (including Mortimer) to look through copies of the Little Game Books. Children may also follow along as they listen to recordings of other books in the Reading Corner or browse through the books in the Reading Corner on their own.

Let's Listen

Suggest that children listen to "East/West" (from *All of Us Will Shine*) and "The Sidewalks of New York" (from *Disney Song Tape, Volume I*). Directions for playing the singing game "East/West" accompany the album *All of Us Will Shine*.

Make a Floating Compass

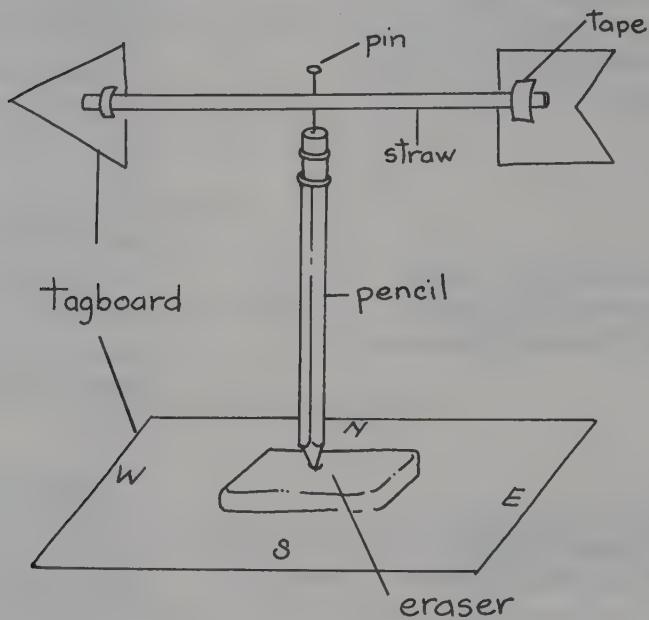
Display the words *north*, *east*, *south*, and *west* and read them aloud. Recall with children that the words *east* and *west* tell direction, as do the words *north* and *south*. (NOTE: Depending on the age level of your class, some children may be interested in finding the North Pole and the South Pole on a globe and finding places north, east, south, and west on a map.) Invite children to make a simple floating compass to determine the direction in which *north* lies.

Have children place a bar magnet on a small plastic tray and then float the tray in a bowl of water. The bowl should be large enough for the tray to float and turn freely. The tray holding the magnet will turn until one end points north.

Any Way the Wind Blows

Display page 27 of the Flip Book and direct attention to the wind vane with the letters *E/e*. Tell children that a wind vane tells people the direction in which the wind is blowing. Have children watch as you make for them a class wind vane.

Cut a point and a tail of an arrow out of tagboard and tape them to a plastic straw as shown. Push a pin through the straw and into the eraser end of a pencil. (The straw should spin freely.) Stick the pencil point into a gum eraser, and glue it onto a square of tagboard. Label the tagboard base, *north, east, south, and west*.



Set the wind vane outside with the north side facing north. (Use the floating compass to determine north.) Have children record the direction of the wind over a period of several days. Discuss any changes of direction with children.

Right and Left Tell Direction, Too

Ask if children know any other words that tell direction. Suggest the words *right* and *left* if children do not. Then help children distinguish between their right and left hands. Avoid saying "You write with your right hand" as a child may be left-handed. Instead, assist children by using a washable marker to print *R* and *L* on their hands. Have children practice following directions using the words *right* and *left*. For example, "Walk to the chalkboard and turn *right*," or "Walk to the windows and turn *left*."

E/e Chart

Write the letters *E* and *e* on a sheet of chart paper. Have children write capital and small *E*'s on the chart, write words that begin with or contain *E* or *e*, and draw pictures of words that begin with the letter *e*. (The words may be children's own names, or words copied from signs in the classroom, from charts, or from books.)

Children follow directions to distinguish between right and left. (*Auditory Discrimination*)

Children develop a sense of the alphabetic principle as they identify letters and sounds in words. (*Print Awareness/Phonemic Awareness*)

Letters and Sounds

ALPHABET PUZZLES

Invite pairs of children to take apart and put together alphabet puzzles. Encourage children to name the letters they have learned and to name any other letters they may know.

MOOSE MATCH-UP

Teach children who already know most of the letters of the alphabet how to play Moose Match-Up (Beginning-sound). (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Concluding the Lesson

Spread open your fingers.
Put your thumbs on your head,
over your ears.
Now point your fingers to the ground.
You're a moose in a rainstorm!



Letter Charts

Continue to have children make letter charts such as the *E/e* Chart as they learn their alphabet letters. Have children refer to the charts to:

- Review alphabet letters.
- Review initial sounds.
- Practice writing letters and words.

Invite children to:

- Share their favorite *E* activity with the class.
- Display their *E* artwork.
- Share a favorite book from the Reading Corner.
- Review the weather words and directional words they learned.

Help children celebrate their success:

- Award “E” stickers, and have children add them to their “My Own ABC Book.”
- Enjoy “E” snacks, such as eggs cooked in a variety of ways—scrambled, hard boiled, soft-boiled, poached, and so on.
- Share the animated video *The Most Wonderful Egg in the World* with children.
- If you have not already done so, invite children to play the singing game “East/West” (from *All of Us Will Shine*).

F

Punchinello, Funny Fellow (song)

Farmer in the Dell (game)

Focus:

- Listen to the song “Punchinello, Funny Fellow”
- Play “Farmer in the Dell”
- Recognize the letters *F, f*
- Develop Print Concepts

Books for the Reading Corner

Fay, Anny. *The Farmer in the Dell*. Whitman, 1987.

Zuromskis, Diane. *The Farmer in the Dell*. Little, 1978.

* Lionni, Leo. *Fish Is Fish*. Knopf, 1970.

Littledale, Freya. *The Farmer in the Soup*. Scholastic, 1987.

* Lobel, Arnold. *Frog and Toad Are Friends*. Harper, 1970.

* McKissack, Patricia C. *Flossie and the Fox*. Dial, 1986.

* McPhail, David. *Fix-it*. Dutton, 1984.

Moncure, Jane B. *My “F” Sound Box*. Child’s World, 1977.

Nodset, Joan L. *Who Took the Farmer’s Hat?* Harper, 1963.

* Available as Read-Alongs

Recordings and Visuals

“Little Rabbit Foo Foo” (from Sharon, Lois, & Bram’s *Mainly Mother Goose*).

Fish Is Fish and *Frog and Toad Are Friends* (Sound filmstrips from Random House).

Fix-it (Sound filmstrip from Live Oak Media).

Flossie and the Fox (Animated video from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 2A and Game Tape
- Crown F
- Chart for “Punchinello, Funny Fellow”
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards



Play the traditional ABC Song on Tape 2A as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter F

I think riddles are funny . . .
Why is a barn so noisy?
(because the cows have horns)



Identify the letter *F* on Mortimer's crown for children. Point out the letter *F* on page 27 of the Flip Book. Then have children recite the letters *A* through *F* with you. Tell children that the letter *F* stands for the sound they hear at the beginning of the word *Funny*.

Have children:

- Say the word *Funny* several times, listening for the beginning sound.
- Discuss what the word *funny* means.
- Talk about things they think are funny.
- Discuss clowns and why people think they are funny.

Responding to Music

Tell children that they will now listen to the song "Punchinello, Funny Fellow," and that *Punchinello* is an old name for a clown. Invite children to listen as you play "Punchinello, Funny Fellow" on Tape 2A.

Have children:

- Sing along as you play "Punchinello, Funny Fellow" again.
- Note that the words *Funny* and *Fellow* begin with the same sound.
- Play the game "Punchinello, Funny Fellow" while singing along with the tape:

Verse 1: Children stand in a circle singing around a "Punchinello".

Verse 2: Punchinello performs some action.

Verse 3: Punchinello chooses a new Punchinello.

Verse 4: New Punchinello bows, and the song repeats from Verse 1.

Developing Print Concepts

Display the chart for “Punchinello, Funny Fellow.” Point to the words as you read the song aloud.

Have children:

- Read with you the title: “Punchinello, Funny Fellow.”
- Find the word *Funny* in the title.
- Note that the words *Funny* and *Fellow* begin with the same letter.

Demonstrate how to form the letters *F* and *f* on the chalkboard.

Help children:

- Find the letters *F* and *f* in words on the chart for “Punchinello, Funny Fellow.”
- Note that *Funny* and *funny* are the same word.
- Note that *Fellow* and *fellow* are the same word.
- Find the letters *F* and *f* in classroom signs.

Play “Punchinello, Funny Fellow” once again.

Reinforcing the Letter *F*

Display page 6 of the Flip Book. Tell children that the game for the letter *F* is “Farmer in the Dell.” Have children familiar with the song or the game share their knowledge of “Farmer in the Dell.”

Have children:

- Identify the letters *F* and *f*.
- Say *farmer* and *funny*, noting that both words begin with the same sound.

Tell children that the words on page 6 are the words for the first verse of “Farmer in the Dell.” Invite children to read the verse with you.

Have children:

- Find the word *Farmer* in the title.
- Find the word *farmer* three times in the verse.

Language Experiences: Playing a Game

Play “Farmer in the Dell” on the Game Tape (Side A), and invite children to sing along. Then teach children how to play “Farmer in the Dell” using the directions on page 6A.

Play the contemporary version of the ABC Song on Tape 2A to signal the end of play.

Whole Language Experiences for “Punchinello, Funny Fellow”

Children become familiar with letter forms by tracing them and locating them in printed materials. (*Print Awareness*)

Listening to selected songs helps children become aware of language patterns. (*Language Experiences*)

Experimenting with language patterns helps children develop skills for their own writing. (*Language Experiences/Print Awareness*)

Finding Funny Fellows

Display the “Punchinello, Funny Fellow” chart. Provide children with colored markers to trace over the letters *F* and *f* in the words of the song. Distribute scissors and magazines. Have children find and cut out capital *F*’s and small *f*’s and tape them to the chart. Children may also draw, or cut from magazines, pictures of people doing funny things. Attach their drawings and pictures to a chart labeled *F/f* and place it beside the “Punchinello, Funny Fellow” chart.

Let’s Listen

Encourage children to listen to the songs on Tape 2A. You may also want to suggest that they listen to “Little Rabbit Foo Foo” (from *Mainly Mother Goose*). This “ballad” about a rabbit who thinks his actions are funny teaches a lesson.

Funny Fellow Innovations

Make and display the following “Punchinello, Funny Fellow” chart. Tell children that they can make up new words for the song by naming what Punchinello does and by naming the next “Punchinello.” Invite children to play the singing game, and have them stand in a semi-circle around the chart as they play. Write children’s responses on self-sticking, removable notes to facilitate the changing of text as you repeat verses 1 to 4.

What can you do, Punchinello, funny fellow?

What can you do, Punchinello, funny you?

We can **jump**, Punchinello, funny fellow.

We can **jump**, Punchinello, funny you.

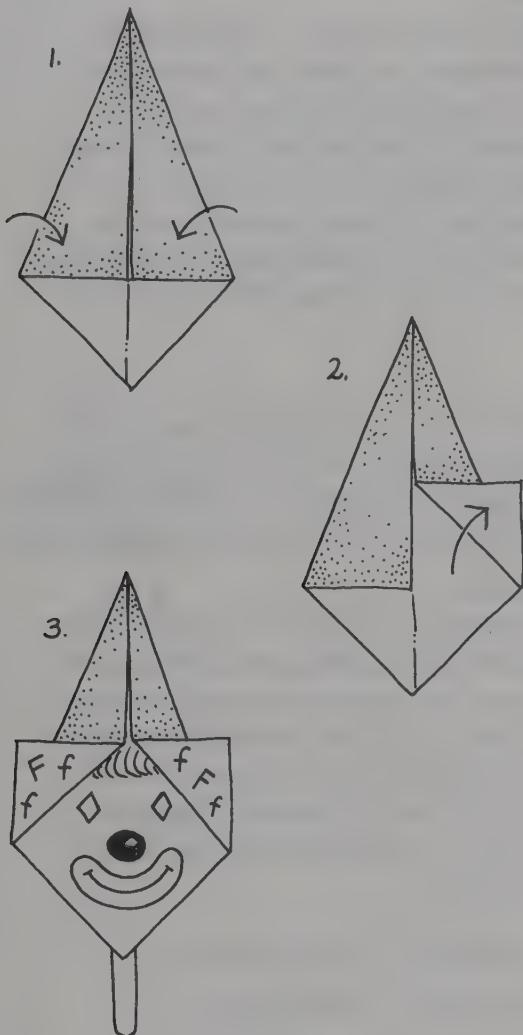
Who do you choose, Punchinello, funny fellow?

Who do you choose, Punchinello, funny you?

Frank is here, Punchinello, funny fellow.

Frank is here, Punchinello, funny you.

Children follow oral directions to make a paper mask.
(Auditory Discrimination/Art Experiences)



Recording and collecting words help children associate words with print. (Print Awareness)

Fold a Funny Fellow

Distribute a 12 inch square sheet of paper to each child. Show children how to fold the paper to make a "Funny Fellow" mask.

1. Bring opposite corners of the square together and fold to make a diagonal crease. Open the square and turn so that the crease is now vertical. Grasp the right outer corner, bring it to the center crease, and fold. Repeat for the left corner.
2. Take the corner now lying along the right edge of the vertical crease, bring it out as far as it will go to form a right angle, and fold. Repeat with the corner lying along the left edge of the crease.
3. Have children draw "Funny Fellow" faces for the masks and write capital and small f's on the "hats." Glue craft sticks, as handles, to the masks' chins. You might also cut out the eyes of the masks for children. In this way, children can see when the masks are held in front of their faces.

Funny Fellow Word Cans

Provide each child with an empty coffee can or oatmeal canister and a strip of construction paper as wide as the container is tall and long enough to wrap around it. Have children write their names on the paper and illustrate it with funny fellows. Then help children paste their drawings around the cans.

Have children print the words *funny* and *fellow* on index cards and place them in their word cans. Invite children to refer to the words in their word cans as often as they wish.

Whole Language Experiences for “Farmer in the Dell”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children are exposed to animals on the farm as they listen to a story. (*Social Studies Link*)

Children work together to plan and execute a farm mural. (*Cooperative Learning*)

Charting children’s responses helps them organize their ideas and note relationships. (*Social Studies Link*)

Read with Mortimer Moose

Invite children to work with partners or in small groups (including Mortimer) to look through copies of the Little Game Books. Children may also follow along as they listen to recordings of other books in the Reading Corner or browse through the books in the Reading Corner on their own.

Let’s Listen

Suggest that children listen to and sing along with “Farmer in the Dell” on the Game Tape (Side A).

Farm Reading Bookshelf

Expose children to farm life by borrowing one of the books from the Reading Corner. For example, you might read to children *Who Took the Farmer’s Hat?* After reading the story, go back and review with children the various farm settings shown in the book. You might name and discuss the animals, buildings, and equipment pictured, and have children speculate about the kinds of food the farmer might grow in his fields.

Down on the Farm

Have children work together to make a farm mural. Provide children with a large sheet of butcher block paper and colored markers. Suggest that children refer to the drawing on page 6 of the Flip Book and to the books in the Reading Corner for ideas on how to draw their mural. Assist children in labeling the plants, animals, and buildings they draw, or encourage them to use invented spellings.

Food for Thought

Elicit from children that in addition to raising animals, farmers grow food. Have children say the word *food* several times, listening for the beginning sound. Then help children name foods farmers might grow. Record each response under the subheading *Vegetables* or *Fruits*. Have children illustrate the chart with drawings or pictures cut from magazines:

Foods Grown on Farms

Vegetables		Fruits	
corn		apple	
peas		strawberry	
carrot		banana	
lettuce		pineapple	
celery		grapes	
radish		orange	

Children use functional print and measurement to make a salad. (*Print Awareness/Math Link*)

Tutti-Frutti Salad

Have children say fruit, listening for the beginning sound. Then display the following recipe for Tutti-Frutti Salad on chart paper. If you wish, illustrate the chart and eliminate the words in parentheses.

Mix together in a large bowl:

- 2 cups pineapple (chunks; if canned, drain well)
- 2 cups strawberries (sliced in half)
- 2 oranges (sectioned and cut into pieces)
- 2 small apples (peeled, cored, and diced)
- 2 bananas (sliced)
- 1 cup seedless grapes

Make a dressing for the salad by mixing:

1/4 cup honey
1 cup vanilla yogurt

Read the recipe aloud with children. Then invite children to make the salad. You might wish to prepare some or all of the fruits in advance. Have children combine the fruits, make and add the dressing, and toss the salad. Enjoy the salad for snack. (NOTE: Check food allergies before serving.)

NOTE:

Children explore farm animals in Letter Plan O, Whole Language Experiences for "Old MacDonald."

Letters and Sounds

ALPHA-RHYME "F" PICTURES

Have children work in small groups to find the Alpha-Rhyme cards that begin with the sound for *f* and the cards that rhyme with these *f* cards. Arrange the *-an* cards one below the other. Cover the initial consonants, and ask children what they notice about the last two letters in all four words. Point to the *an* in the first word and say *an*. Have children repeat it. Then uncover the *f*, say *fan*, and have children say *fan*. Follow the same procedure with the word *fun*.

END SOUNDS

Tell children that some words begin with the sound for *f* and some words end with the sound for *f*. Have children listen carefully to tell if they hear the sound for *f* at the beginning or at the end of each of the following words: food, farm, puff, cliff, fox, off.

FOLLOW-UP

On-Going Activity

Does anyone want to add my name to their word cans?



Concluding the Lesson

"Word Cans"

Invite children to continue adding words to their word cans. Children might add words from previously taught letters, words they learn as they progress through the alphabet, and words that are of special interest to them. Children also might add their names and the names of their family members.

Invite children to:

- Share their favorite *F* activity with the class.
- Display their *F* artwork.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "F" stickers, and have children add them to their "My Own ABC Book."
- Serve Tutti-Frutti Salad for snack.
- Make and enjoy a "PUNCHinello" by combining different fruit juices.
- Share with children one of the filmstrips or the video *Flossie and the Fox*, in which a young girl cleverly outfoxes a fox to protect the basket of eggs she is delivering to a nearby farm.

G

A-Hunting We Will Go (song) Go, Stop (game)

Focus:

- Listen to the song “A-Hunting We Will Go”
- Play “Go, Stop”
- Recognize the letters *G, g*
- Develop Print Concepts

Books for the Reading Corner

Langstall, John. *Oh, A-Hunting We Will Go.*
Macmillan, 1974.

* Brown, Margaret Wise. *Goodnight Moon.*
Harper, 1947.

* Buringham, John. *Mr. Grumpy's Motor Car.*
Crowell, 1976.

* Cauley, Lorinda Bryan. *Goldilocks and the Three Bears.* Putnam, 1981.

Sharmat, Mitchell. *Gregory the Terrible Eater.*
Four Winds, 1979.

Galdone, Paul. *The Three Billy Goats Gruff.*
Houghton, 1981.

* Available as Read-Alongs

Recordings and Visuals

“The Green Grass Grows All Around” (from *Oscar, Bingo, & Buddies* by Kevin Roth).

“Going on a Picnic” (from *Corner Grocery Store* by Raffi).

Mr. Grumpy's Motor Car (Sound filmstrip from Weston Woods).

Goodnight Moon (Sound filmstrip from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 2B
- Crown *G*
- Chart for “A-Hunting We Will Go”
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Mortimer's Letter Race

Take your marks. Get Set. GO!



Play the traditional ABC Song on Tape 2B as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter G

Place the G crown on Mortimer's head and identify the letter *G* for children. Have a volunteer find the letter *G* on page 27 of the Flip Book. Then have children recite the letters *A* through *G* with you. Tell children that the next song they will listen to is "A-Hunting We Will Go" and that the letter *G* stands for the sound heard at the beginning of the word *Go*.

Have children:

- Say *Go* several times, listening for the beginning sound.
- Tell what they might hunt for if they were to go hunting.

Responding to Music

Invite children to listen as you play "A-Hunting We Will Go" on Tape 2B.

Have children:

- Sing along as you play "A-Hunting We Will Go" again.
- Supply the rhyming word for *fox*, *goat*, and *goldfish* when you pause the tape.
- March around the room as they sing along to "A-Hunting We Will Go."
- Listen for other words that begin with the same sound as *Go*: *get*, *goat*, *goldfish*.

Developing Print Concepts

Display the chart for "A-Hunting We Will Go." Read the song aloud, pointing to the words as you do so.

Have children:

- Read with you the title: "A-Hunting We Will Go."
- Find the word *Go* in the title.

Demonstrate how to form the letters *G* and *g* on the chalkboard.

Help children:

- Find the letters *G* and *g* in words on the chart for “A-Hunting We Will Go.”
- Note that *Go* and *go* are the same word.
- Find the words *get* and *goat* and say the words several times, listening for the beginning sound.
- Find the letters *G* and *g* in classroom signs.

Play “A-Hunting We Will Go” once again.

Display page 7 of the Flip Book. Point to the word *Go* in the game title, and call on a volunteer to read it. Tell children that the game for the letter *G* is “Go, Stop.”

Have children:

- Identify the letters *G* and *g*.
- Name a color associated with the word *go*: *green*.
- Name a color associated with *stop*: *red*.

Read the verse printed on page 7 for children.

Have children:

- Count how many times the word *go* appears in the verse.
- Name a word that means the opposite of *go*.
- Find the word *stop* twice in the verse.

Reinforcing the Letter *G*

Green and red are colors in a traffic light. What other color do you see in a traffic light?



Language Experiences: Playing a Game

Discuss the illustration on page 7. Then teach children how to play “Go, Stop” using the directions on page 7A.

Play the contemporary version of the ABC Song on Tape 2B to signal the end of play.

Whole Language Experiences for “A-Hunting We Will Go”

Children trace letters to become familiar with their forms and label items to associate pictures with words. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Children use alternate writing methods to model letter forms. (*Print Awareness*)

Children create song verses and bind them together to make a class book. (*Print Awareness/Cooperative Learning*)

A-Hunting for G's

Display the “A-Hunting We Will Go” chart. Have children use markers to trace over the letters *G* and *g* in the title and in the words of the song. Place a *G/g* chart beside the “A-Hunting We Will Go” chart. Invite children to illustrate the song on the *G/g* chart. Have children copy words from the song to label the items they draw: fox, box, goat, boat, goldfish, dish.

Let's Listen

Encourage children to listen to “A-Hunting We Will Go” on Tape 2B. You may also suggest that they listen to other songs containing the /g/ sound “The Green Grass Grows All Around” (from *Oscar, Bingo, & Buddies*) and “Going on a Picnic” (from *Corner Grocery Store*).

G Glitter Goldfish

Provide children with goldfish stencils, paper, scissors, and glue. Have them cut out goldfish shapes. Have children use the glue to write the letters *G/g* on their goldfish, and then sprinkle gold glitter over the glue. If you prefer, children may use gold stars to form the letters. Some children may enjoy making their own *G* crowns, using Mortimer’s crown as a model.

“A-Hunting We Will Go” Books

Provide each child with a copy of the first verse from “A-Hunting We Will Go,” leaving a blank for children to print their own animal names and rhyming items. Have children illustrate their verses.

Bind the completed verses together to make an “A-Hunting We Will Go” book, complete with author credits (for example, Written and Illustrated by Ms. Carr’s class) and cover. Share the book with children before adding it to the Reading Corner.

Children become aware of similarities and differences in story structure. (*Language Experiences/Print Awareness*)

Employing a sound-story technique involves children in the story-telling experience. (*Cooperative Learning*)

Comparing Books

Borrow *Oh, A-Hunting We Will Go* from the Reading Corner, and read it to children. Invite children to compare this book to the one they wrote. Ask questions such as: "Which animals appeared in both books?" "Which animals were different?" "What rhymes were the same (different)?"

Going on a Bear Hunt

Take children on a fanciful bear hunt. Narrate the "hunt," and have children supply sound effects and actions. An introduction, verse ideas, and conclusion follow, but your bear hunt may be as long, or as short, as you wish. Invite children to add other obstacles before reaching the "cave."

Let's go on a bear hunt. First, we have to open the door (open "creaky" door). Then we have to walk down the sidewalk and across the street (stamp feet).

1. Oh my! here's a field.

We can't go over it. (shake head)

We can't go under it. (shake head)

Guess we'll have to go through it. (rub palms together, make swishing sound)

2. Stream; swim it (swim across, splashing sound)

3. Mountain; hike up it (hike up, huffing — don't forget to hike back down the other side!)

4. Tree; climb it (climb tree — and climb back down)

5. Cave; enter it (on tiptoe, whispering)

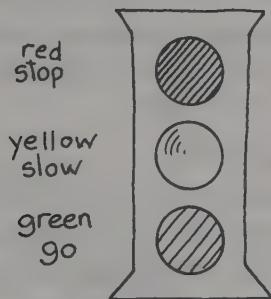
Oh my, it sure is dark in here. What's this? I feel something furry. I feel a cold wet nose. I see two shiny eyes. It's a BEAR! Out of the cave... Up the tree... Down the other side of the tree... Up the mountain... Down the other side of the mountain... Across the stream...

Through the field... Across the street... Up the sidewalk... Open the door... Slam the door... Whew! Home safe at last!

Whole Language Experiences for “Go, Stop”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children relate color symbols to word meanings. (*Visual Discrimination/Print Awareness*)



Children use functional print to create safety posters. (*Print Awareness*)

Learning a rhyme helps children reinforce safety practices. (*Language Experiences*)

Read with Mortimer Moose

Have children work with partners or in small groups to look through copies of the Little Game Books. Encourage children to name any alphabet letters they can and to look for words that begin with the letters *A* through *G*. Children may also follow along as they listen to recordings of books in the Reading Corner, read the class book *A-Hunting We Will Go*, or browse through the books in the Reading Corner on their own.

Green Means “Go”

Discuss with children what the different colors in traffic lights stand for. Provide each child with red, yellow, and green construction paper circles. Have children paste the circles onto drawing paper to make their own traffic lights. Have children write beside the appropriate color the color names and the words *stop*, *slow*, and *go*.

Safety Wise

Help children establish a list of safety rules for walking or playing along streets. Then have children work in pairs to make safety posters illustrating the rules. Have children print the safety rule on their posters. Include in your list:

- Look both ways before you cross the street.
- Cross the street only when the light says *walk*.
- Do not play between parked cars.
- Do not chase balls or other toys into the street.

Stop, Look, and Listen

Duplicate the following rhyme for each child. Read the rhyme aloud and discuss it with children. Then invite children to illustrate their rhymes. Encourage children to share the rhymes with their families.

Stop, Look, and Listen
Before you cross the street.
Use your eyes,
Use your ears,
And then use your feet.

Role playing opposites helps children develop oral language. (*Language Experiences/Creative Play*)

Illustrating and labeling opposites reinforces word meanings. (*Language Experiences*)

Children work together to discriminate among letter forms. (*Cooperative Learning/Print Awareness*)

Go—Naming Opposites—Stop

Remind children that when they played “Go, Stop” they did two completely different things. When the Traffic Officer said “Go,” they moved; when the Traffic Officer said “Stop,” they stood still. Tell children that the words *go* and *stop* are called opposites, and that opposites are words that mean completely different things. Write the words *go* and *stop* on chart paper. Then invite children to act out other opposites. List the opposites on the chart as children demonstrate: *stand/sit; laugh/cry; smile/frown; shout/whisper; right/left*.

Explore more opposites, using other items in the classroom. For example, turn the lights *off* and *on*, or have children put their jackets *on* and then take them *off*. You might continue with the following opposites: *hot/cold; in/out; exit/enter; push/pull; open/close; top/bottom; big/little; over/under*.

Opposite Sketches

Read through the list of opposites with children. Then invite children to choose one pair of opposites listed on the chart and illustrate it. Help children as needed in labeling their drawings with the opposite words.

Front and Back Are Opposites, Too

Introduce children to the opposites *front* and *back*. Then invite pairs of children to play a letter game called “Front/Back.” One child stands facing the chalkboard, chalk in hand. The second child stands behind the first and uses his or her index finger to trace an alphabet letter on the first child’s back. The first child then tries to duplicate the movements of the second, writing the letter on the chalkboard in front of him or her to name the letter.

Encourage children to “trace” slowly so the letters can be duplicated by their partners. If children are not yet familiar with all the alphabet letters, suggest that they use only the letters *A* through *G*. As children become more proficient at the game, have them name the letter being traced on their backs without writing it.

Letters and Sounds

PUZZLE WORDS

Have pairs of children work an alphabet puzzle, naming any letters they know. Provide word cards for *get*, *go*, *goat*, *gold*, and *goldfish*. Have children form the words using letters from the alphabet.

END SOUNDS

Remind children that a letter can stand for the sound at the beginning and at the end of a word. Have children listen as you say some words. Ask them to tell if they hear the sound for *g* at the beginning or at the end of each word: *goose*, *goat*, *dog*, *goldfish*, *pig*, *frog*, *game*, *bag*. You might make picture cards for words that begin or end with the sound for *g*, and have children work in pairs to group the pictures accordingly.

SOUND TIME

Using the Alpha-Rhyme cards, teach small groups of children how to play Sound Time. (See the Appendix for directions.)

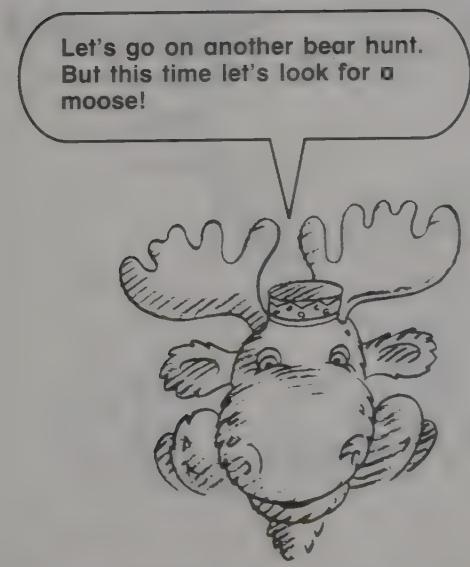
MORTIMER'S LETTER RACE

Teach children to play the long version of Mortimer's Letter Race. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Concluding the Lesson



Front/Back

Continue to play "Front/Back" to review letters and practice new letters as children progress through the alphabet. Remind children to practice both capital and small letters.

Invite children to:

- Share their favorite *G* activity with the class.
- Display their *G* artwork.
- Review their traffic safety rules.
- Share a favorite book from the Reading Corner.
- Share the class book "A-Hunting We Will Go."

Help children celebrate their success:

- Award "G" stickers, and have children add them to their "My Own ABC Book."
- Enjoy "G" snacks such as grapes.
- Share with children the filmstrips *Mr. Grumpy's Motor Car* or *Goodnight Moon*.



Humpty Dumpty (song) Hopscotch (game)

Focus:

- Listen to the song "Humpty Dumpty"
- Play "Hopscotch"
- Recognize the letters *H, h*
- Develop Print Concepts

Books for the Reading Corner

- * Asch, Frank. *Happy Birthday, Moon*. Simon & Schuster, 1981.
- * Berenstain, Stan and Jan. *Old Hat, New Hat*. Random, 1970.
- * Burton, Virginia Lee. *The Little House*. Houghton, 1942. Caldecott Book.
- * Carlson, Nancy. *Harriet and the Garden*. Carolrhoda Books, 1982.
- * Galdone, Paul. *Henny Penny*. Clarion, 1968.
- * Galdone, Paul. *The Little Red Hen*. Clarion, 1973.
- * Hoberman, Mary Ann. *A House Is a House for Me*. Viking, 1978.
- Kushin, Karla. *Herbert Hated Being Small*. Houghton, 1979.
- Marshall, Ray and Korky Paul. *Humpty Dumpty*. Simon & Schuster, 1983.
- Moncure, Jane B. *My "H" Sound Box*. Child's World, 1977.
- * Zion, Gene. *Harry the Dirty Dog*. Harper, 1956.

* Available as Read-Alongs

Recordings and Visuals

"The Bunny Hop" (from *The Hokey Pokey*, K-6 by Melody House).

"A House Is a House for Me" (from *A House Is a House for Me* by Fred Penner).

Happy Birthday, Moon (Animated video from Weston Woods).

The Little House (Sound filmstrip from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 2B
- Crown *H*
- Chart for "Humpty Dumpty"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Moose Match-Up

What did Humpty Dumpty's mother call him when he misbehaved? (a rotten egg)



Play the traditional ABC Song on Tape 2B as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter *H*

Place the *H* crown on Mortimer's head. Identify the letter *H* for children as needed. Have a volunteer find the letter *H* in an alphabet puzzle, and recite with children the letters *A* through *H*. Tell children that the next song they will listen to is "Humpty Dumpty" and that the letter *H* stands for the sound heard at the beginning of the name *Humpty*.

Have children:

- Say *Humpty* several times, listening for the beginning sound.
- Recite the rhyme if they know it.
- Describe what they think Humpty Dumpty looks like.

Responding to Music

Invite children to listen as you play "Humpty Dumpty" on Tape 2B.

Have children:

- Sing along as you play "Humpty Dumpty" again.
- Pantomime the lyrics as they listen to "Humpty Dumpty."
- Invent their own finger play as they listen to "Humpty Dumpty."
- Listen for other words with the sound for *h* in the song "Humpty Dumpty."

Developing Print Concepts

Display the chart for "Humpty Dumpty." Read the song aloud, pointing to the words as you do so.

Have children:

- Read with you the song title: "Humpty Dumpty."
- Find the word *Humpty* in the title.
- Note that the words *Humpty* and *Dumpty* rhyme.
- Identify the letter that begins the word *Dumpty*.

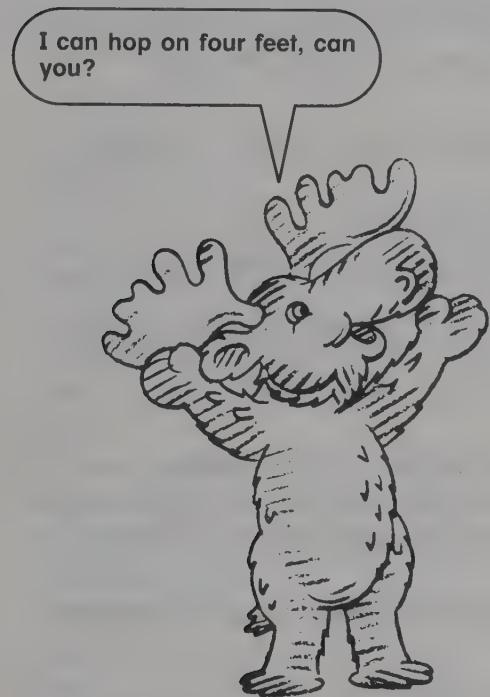
Demonstrate how to form the letters *H* and *h* on the chalkboard.

Help children:

- Find the letters *H* and *h* in words on the chart for "Humpty Dumpty."
- Find the word *Humpty* three times in the rhyme.
- Find other words that begin with the letter *h*.
- Find the letters *H* and *h* in classroom signs.

Play "Humpty Dumpty" once again.

Reinforcing the Letter *H*



Display page 8 of the Flip Book. Point to the title and tell children that the game for the letter *H* is "Hopscotch."

Have children:

- Identify the letters *H* and *h*.
- Say the words *Humpty* and *hopscotch* several times, listening for the beginning sound.
- Demonstrate how to hop, first on both feet and then on one foot.

Read the verse printed on page 8 for children.

Have children:

- Count how many times the word *hop* appears in the verse.
- Find another word that begins with the same sound and letter as *hop*: *home*.

Language Experiences: Playing a Game

Elicit children's assistance in taping the hopscotch grid to the classroom floor or chalking out the pattern on a playground surface. Teach children how to play "Hopscotch" using the directions on page 8A.

Play the contemporary version of the ABC Song on Tape 2B to signal the end of play.

Whole Language Experiences for “Humpty Dumpty”

Children trace letters to become familiar with their forms and label items to associate pictures with words. (*Print Awareness*)

Listening to selected songs helps children distinguish between fantasy and reality. (*Language Experiences*)

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness/Phonemic Awareness*)

Children work together to employ functional print in writing recipes. (*Cooperative Learning/Print Awareness*)

***H* Is for Humpty**

Have children use colored markers to trace over the letters *H* and *h* in the “Humpty Dumpty” chart. Label a sheet of chart paper with the letters *H/h* and place it beside the “Humpty Dumpty” chart. Invite children to illustrate the rhyme on the *H/h* chart. Have them copy words from the rhyme to label the items they draw: Humpty Dumpty, wall, horses, king, men.

Let’s Listen

Encourage children to listen to “Humpty Dumpty” on Tape 2B. You may also suggest that they listen to “A House Is a House for Me” (from *A House Is a House for Me*), based on the book by the same name that examines both fanciful and realistic houses.

Humpty *H*’s

Discuss the idea of Humpty Dumpty being an egg. (Now we know why he couldn’t be put back together again!) Then have children make their own “Humpty Dumpty” eggs. Distribute large paper eggs, construction paper, scissors, and paste. Have children add to their eggs paper arms and legs, then add facial features and print the letters *H* and *h* on their eggs. Display the eggs in the classroom. Some children may also enjoy making their own *H* crowns.

Eggs-tra, Eggs-tra!

Display an egg, and encourage children to describe the color, shape, and texture of the shell. Show children how to crack open the egg. Identify for children the yolk and the egg white. If you have access to a stove or electric skillet, show children how to scramble eggs. Have volunteers crack open and place into a bowl, several eggs. Invite other children to beat the eggs before you scramble them. You might also demonstrate how to make hard-boiled eggs, soft-boiled eggs, fried eggs, or poached eggs. (NOTE: Supervise stove-top activities carefully.) Have children work in pairs to write recipes for making various kinds of eggs by sequencing the steps. Invite children to sample the eggs at snack time.

Innovating on text helps children become aware of language patterns. (*Print Awareness*)

“Humpty Dumpty” Parodies

Have children use the idea of Humpty Dumpty’s being an egg to make up funny new words for the rhyme. Display the chart for “Humpty Dumpty,” and read the words aloud. Then tape a piece of paper over the last two lines. Write a new ending for the rhyme and read it with children. Record children’s own versions of the last two lines in a similar manner.

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king’s horses
And all the king’s men,

Had to eat scrambled eggs
for breakfast again.

Children role play Humpty Dumpty to develop oral language. (*Language Experiences/Creative Play*)

How Do You Do, Humpty Dumpty?

Invite children to play an interview game to foster oral language skills. Have a child be Humpty Dumpty from the rhyme. Have other children ask questions of Humpty Dumpty. (For example, “Why were you sitting on the wall?” “Why did you fall off the wall?”) You may want to list the questions on chart paper and reread them before having the Humpty Dumpty respond.

Can You Play “Humpty Dumpty”?

Tell children that “Humpty Dumpty” is also the name for a very old game. (Girls sat in a circle holding their long skirts tightly around their ankles. At a given signal, they rolled backwards and tried to recover their balance without letting go of their skirts.) Children can play the game by sitting in a circle and grasping their ankles. Recite the rhyme “Humpty Dumpty.” At the word *fall*, have children roll onto their backs and try to resume a sitting position without letting go of their feet.

DID YOU KNOW?

“Humpty Dumpty” was once a riddle whose answer, an egg, explains why Humpty Dumpty is pictured as an egg today. The omission of “Humpty Dumpty” from early riddle books is based on the belief that the riddle was already too well known to be included. “Humpty Dumpty” the game is found in *Games and Songs of American Children*, collected by William W. Newell. Harper, 1883, 1903.

Whole Language Experiences for “Hopscotch”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children work together to execute a line dance. (*Cooperative Learning*)

Children become aware of numeric order as they create hopscotch grids. (*Math Link*)

Read with Mortimer Moose

Have children work with partners or in small groups (including Mortimer) to look through copies of the Little Game Books. Encourage children to name any alphabet letters they can and to look for words that begin with the letters *A* through *H*. Children may also follow along as they listen to recordings of books in the Reading Corner or browse through the books in the Reading Corner on their own.

Do “The Bunny Hop”

Ask children to name some animals that hop. Suggest “bunny” if children do not. Then invite children to learn the line dance “The Bunny Hop” (from *The Hokey Pokey*) with you. Directions are for one step per beat.

Right foot out to side, back to touch left foot (twice).
Left foot out to side, back to touch right foot (twice).
Hop forward, rest, hop backward, rest.
Hop forward three times.

Hopscotch Grids

List the numerals *1* through *9* across the chalkboard. Point to each numeral and have children read the numeral with you. Recall with children that they saw these numbers when they played “Hopscotch.” Make sure children understand that the numbers told them the order in which they had to hop through the grid.

Tell children that they can use these numbers to make their own hopscotch grids. Provide children with paper, pencils, and a two-inch square stencil. Invite them to draw and label their own hopscotch patterns. Print the word *home* on the chalkboard, and remind children to include a “home” or resting spot on their grids. Children may wish to enlarge some of the grids on the playing surface and attempt to play the games they designed.

Children explore fanciful and realistic homes as they listen to a story. (*Language Experiences/Social Studies Link*)

Experimenting with language patterns helps children develop skills for their own writing. (*Print Awareness*)

A House Is a Home

Have children recall that the resting spot in the game “Hopscotch” is called *home*. Have children say the word *home* several times, listening for the beginning sound. Elicit from children that a home is the place where someone or something lives. Then borrow from the Reading Corner the book *A House Is a House for Me*. Tell children that this book names different kinds of houses, or homes. Ask children to listen as you read the book aloud. Invite children to comment on the illustrations and the houses named.

Homey Innovations

Tell children that they can think of new “houses” to make up their own lines for *A House Is a House for Me*. As examples, cite for children possible “houses” that stem from their “H” experiences:

A *shell* is a house for an *egg*.

A *square* is a house for a *Hopscotch marker*.

Have children share some of their own “house” ideas. You might have them look around the classroom to find things that “live” in other things. (For example: A box is a house for blocks. A bookshelf is a house for books. A lunchbox is a house for a sandwich. A cubby is a house for a bookbag.) Then provide each child with a sheet of drawing paper on which the following sentence frame has been written:

A _____ is a house for _____.

Help children complete the sentence frame as needed. Then have children illustrate their sentences.

Sharing a Book: *The Little House*

Read with children *The Little House* by Virginia Lee Burton. On a second reading, stop at the end of each page, and discuss the changes children observe in the pictures. Guide children in understanding that the story of the Little House helps show how towns and cities grow. Encourage children to use the art that appears on the inside cover to retell the story in their own words.

Children become aware of how towns and cities grow as they listen to a story. (*Social Studies Link*)

Letters and Sounds

PUZZLE WORDS

Invite pairs of children to work with an alphabet puzzle. Provide children with word cards for *Humpty*, *hop*, *house*, and *horse*. Have children duplicate the words using the letters from the alphabet puzzle.

ALPHA-RHYME "H" CARDS

Have children work in small groups to find the Alpha-Rhyme cards that begin with the sound for *h* (*hat*, *hen*, *hook*, *hop*) and the cards that rhyme with them. Arrange the *-at* cards one below the other. Cover the initial consonants, and ask children what they notice about the last two letters in all four words. Point to the *at* in the first word and say *at*. Have children repeat it. Then uncover the *h*, say *hat*, and have children say *hat*. Follow the procedure with the remaining words.

MOOSE MATCH-UP

Teach children who already know most of the letters of the alphabet how to play Moose Match-Up (End-sound). (See the Appendix for directions.)

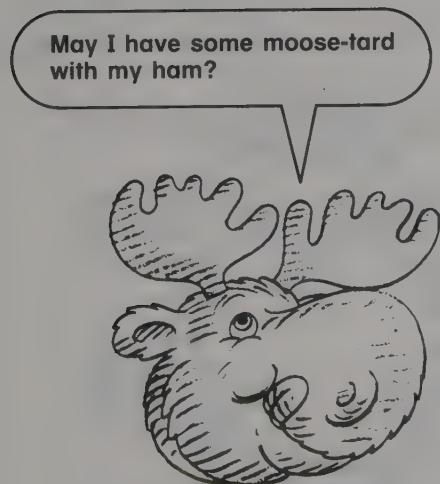
FOLLOW-UP

On-Going Activity

Interview Song and Game Characters

Continue to conduct interviews with characters from different songs, games, and rhymes to foster oral language skills. Many children will also like assuming the role of inanimate objects such as scissors, boots, trash cans, or markers.

Concluding the Lesson



Invite children to:

- Share their favorite *H* activity with the class.
- Display their *H* artwork.
- Share a favorite book from the Reading Corner.
- Share some of their parodies of "Humpty Dumpty."

Help children celebrate their success:

- Award "H" stickers, and have children add them to their "My Own ABC Book."
- Enjoy eggs cooked in a variety of ways.
- Enjoy other "H" snacks such as cubes of ham or honey on toast.
- Share with children the video *Happy Birthday, Moon* or the sound filmstrip *The Little House*.

I

Ice Cream (song)

I Spy (game)

Focus:

- Listen to the song "Ice Cream"
- Play "I Spy"
- Recognize the letters *I, i*
- Develop Print Concepts

Books for the Reading Corner

- * Ahlberg, Janet and Allan. *Each Peach Pear Plum: An I Spy Story*. Viking, 1979.
- Ogle, Lucille. *I Spy with My Little Eye*. McGraw, 1970.
- Greene, Carol. *Ice Is... Whee!* Childrens Press, 1983.
- Bonsall, Crosby. *And I Mean It, Stanley*. Harper, 1974.
- * Steig, William. *Brave Irene*. Farrar, 1986.
- * Waber, Bernard. *Ira Sleeps Over*. Houghton, 1975.
- Moncure, Jane B. *Short I and Long I Play a Game*. Child's World, 1979.

* Available as Read-Alongs

Recordings and Visuals

"Goodnight Irene" (from *The Corner Grocery Store* by Raffi).

Brave Irene (Animated film or video from Weston Woods).

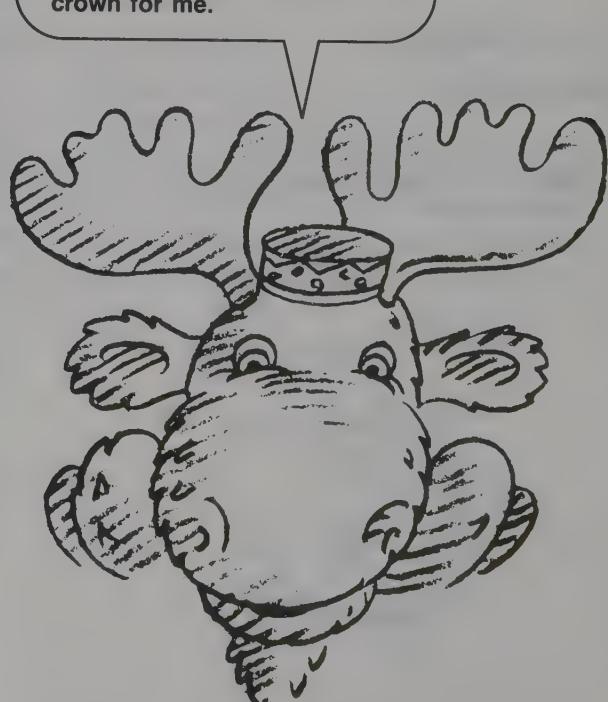
Ira Sleeps Over (Sound filmstrip or video from Live Oak Media).

KIT MATERIALS:

- Mortimer Moose
- Tape 3A
- Crown *I*
- Chart for "Ice Cream"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Moose Match-Up



I spy with my little eye a new crown for me.



Play the traditional ABC Song on Tape 3A as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter *I*

Place crown *I* on Mortimer's head and identify the letter *I* for children. Explain that the letter *I* comes after *H* in the alphabet, and that it stands for the sound heard at the beginning of *Ice*. Have children recite the letters *A* through *I* with you, as you point to each letter on page 27 of the Flip Book.

Have children:

- Say *Ice* several times, listening for the beginning sound.
- Tell what they know about *Ice*.
- Name other things that are cold.

Responding to Music

Tell children that the next song they will listen to is called "Ice Cream." Invite children to listen as you play "Ice Cream" on Tape 3A.

Have children:

- Sing along as you play "Ice Cream" again.
- Dance as you play "Ice Cream."
- Pretend to be eating ice cream cones as they listen to "Ice Cream."
- Listen for other words with the long *i* sound in the song "Ice Cream."

Developing Print Concepts

Display the chart for "Ice Cream." Tell children that this chart shows some of the words from the song "Ice Cream."

Help children:

- Read the song title with you: "Ice Cream."
- Find the word *Ice* in the title.
- Identify the letter that begins the word *Cream*.

Demonstrate how to form the letters *I* and *i* on the chalkboard.

Have children:

- Find the letters *I* and *i* in other words of the song “Ice Cream.”
- Recognize that *Ice* and *ice* are the same word.
- Recognize that the letter *I* is also a word that names oneself.
- Say the phrases *ice cream* and *I scream* several times, noting that the phrases sound the same even though the words are different.
- Find the letters *I* and *i* in classroom signs.

Play “Ice Cream” once again.

Display page 9 of the Flip Book. Tell children that the name of the game on this page is “I Spy.”

Have children:

- Identify the letters *I* and *i*.
- Say *I* and *ice* several times, noting that both words begin with the same sound: /i/.

Read the verse on page 9 for children. Ask if they can guess what the child in the verse has spied.

Have children:

- Find the letter *I* in the title.
- Find the word *I* in the verse.
- Find another word that begins with the same sound as *I*: *ice*.
- Find a word that rhymes with *ice*: *nice*.



Language Experiences: Playing a Game

Have children name some of the things they “spy” in the picture. Then teach children how to play “I Spy” using the directions on page 9A.

Play the contemporary version of the ABC Song on Tape 3A to signal the end of play.

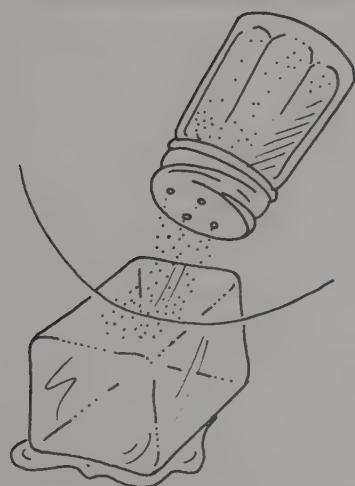
Whole Language Experiences for "Ice Cream"

Children model the letters *I* and *i* and label their favorite ice cream flavors. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness/Phonemic Awareness*)

Children become scientists as they explore the properties of water. (*Science Link*)



I Like Ice Cream

Display the "Ice Cream" chart, and have children use colored markers to create a border of capital and small *i*'s around it. Place an *I/i* chart beside the "Ice Cream" chart. Invite children to illustrate the *I/i* chart with ice cream cones showing their favorite flavors. Help children label the flavors.

Let's Listen

Encourage children to listen to "Ice Cream" on Tape 3A. Suggest that they also listen to "Goodnight Irene" (from *The Corner Grocery Store*) to listen for other words that begin with the sound for /i/ or words that contain the sound for /ī/.

"I's" Cream Cones

Have children print capital and small *i*'s on sheets of brown construction paper. Then help children roll their papers into a cone shape. Suspend the "I's cream cones" from coat hangers or from the ceiling. Some children may also enjoy making their own *I* crowns.

Icy Experiments

Try one or more of these experiments, with your children:

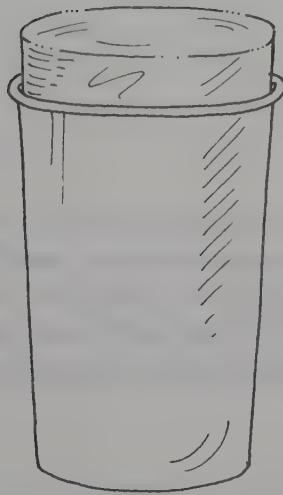
Ice Floats

Ask children what happens when an ice cube is placed in a glass of water. Test children's theories by dropping an ice cube into a glass of water. The ice floats!

Lift the Ice Cube

Challenge children to use a piece of string to lift an ice cube without touching it. Then demonstrate how to accomplish the feat. Sprinkle salt on the ice and lay the string across the cube.

While you are waiting for the string to freeze into the cube, tell children that salt makes ice melt. Explain that while some of the ice under the string melts, the cold ice cube makes the salt water freeze again. Now slowly lift the string, and the ice cube with it!



Water Expands When It Freezes

Help children see how water expands, or takes up more space, when it freezes. Fill a *plastic* tumbler (NOTE: glass will break!) to the brim with water. Place the tumbler upright in a freezer overnight. In the morning, the ice will extend above the brim of the tumbler. Place the tumbler on a windowsill. Have children predict what will happen as the ice melts.

Ice Cube Melting Race

Place two ice cubes of the same size on a cookie sheet. Place a white cloth over one cube and a black cloth over the other, and put the cookie sheet in a sunlit window or under a lamp. Have children predict which cube will melt first. In examining the results, tell children that the black cloth absorbed, or held the heat from the sun (lamp). This made the ice cube melt faster. The heat from the sun (lamp) bounced off the white cloth. (Ask what color clothing children should wear in the summer if they want to stay cooler.)

Icy Fruit Cubes

Children may enjoy making their own icy fruit treats. Invite children to choose from a variety of fruit drinks: apple juice, grape juice, pineapple juice, and so on. Have children print their names on small paper cups and fill their cups halfway with the fruit juice of their choice. Place the cups in a freezer overnight, and enjoy the icy fruit cubes for snack the next day.

If this activity is done first thing in the morning, craft sticks may be placed in the center of each cup when the juices are partially frozen. When children peel the paper off the frozen cubes the next day, they will have their own ice pops.

Whole Language Experiences for “I Spy”

Children role play being readers as they explore books in the Reading Corner. (Access to Literature)

Children use illustrations and text to identify nursery-rhyme characters. (Visual Discrimination/Auditory Discrimination)

Children engage in oral language to play a letter game. (Phonemic Awareness)

Children employ a magnifying glass to view and describe objects. (Science Link)

Read with Mortimer Moose

Have children work in pairs or in small groups (including Mortimer) to look through copies of the Little Game Books. Encourage children to read the verses that accompany the different games. Children may also follow along as they listen to recordings of other books or may prefer to browse through some books on their own.

“I Spy” Nursery Rhyme Characters

Borrow from the Reading Corner the book *Each Peach Pear Plum: An I-Spy Story*. This book contains rhyming verses based on traditional nursery rhymes. The book calls on readers to “spy” the character that appears on the next page. Read the book aloud with children. Call on volunteers to “spy” and point out the item pictured on each page.

Letter Sound “I Spy”

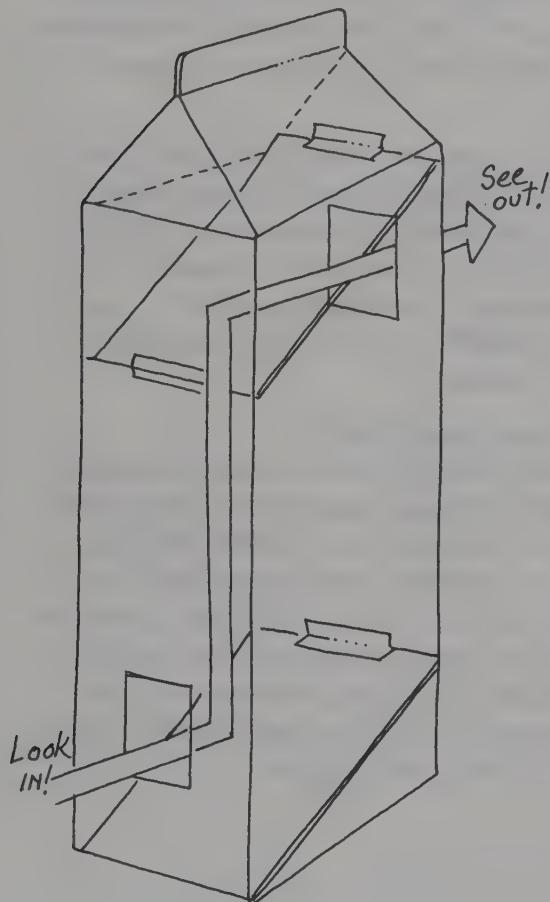
Invite children to play “I Spy” to review the letters of the alphabet they have learned so far and the sounds these letters stand for. For example, a child might say, “I Spy with my little eye something that begins with the sound for *d*.” Other children’s guesses must then begin with the sound for *d*. The child who “spied” the *d* item continues giving clues until the item is guessed.

“I Spy” Under the Magnifying Glass

Invite children to view familiar objects through a magnifying glass to obtain an unfamiliar perspective. Have children describe what they see. Ask them to view their fingertips and note the swirls and patterns found there. Children might also examine a strand of hair and look for “hairs” on plant stalks or “veins” in leaves, or look at pictures in a magazine to see that color photographs are made up of a series of dots. Encourage children to explore other items in the classroom through the magnifying lens.

Children engage in oral language as they experiment with mirrors. (*Language Experiences*)

Using periscopes encourages children to verbalize what they see. (*Language Experiences*)



Reflections on You

Children can use a simple hand-held mirror to describe their own facial features and expressions. Then have children hold the mirrors at different angles to view areas behind them or to the right or left. Then demonstrate for children how mirrors can see around corners. Stand just outside the classroom door so that you cannot physically look into the room. Extend your arm into the classroom and turn the mirror at different angles so that you can see different children within the room and describe what they are doing. Invite children to try using a mirror to see around corners.

"I Spy" Periscopes

Although each child would love to have one, a single class periscope is all that is needed to help children spy around corners and over walls. To make your class periscope you will need: an empty milk carton, two small hand mirrors, scissors, and masking tape. The milk carton will act as the casing for your periscope.

One inch below the top of the milk carton, cut an opening about one inch wide and an inch and half long. Cut a similar hole on the opposite side of the milk carton about an inch from the bottom of the carton.

Open the top of the milk carton and secure one of the mirrors to the bottom, face up, at a 45° angle. Secure the second mirror to the top of the milk carton, also at a 45° angle, so that it is facing and is parallel to the bottom mirror.

Invite children to take turns using the periscope. Held horizontally, a child can look around corners. A child holding the periscope vertically can look over a wall. Encourage the child using the periscope to tell what he spies. For example: "I spy Becky jumping" or "I spy Juan standing on one foot."

Letters and Sounds

PUZZLE WORDS

Invite children to work with an alphabet puzzle, naming any letters they know.

Provide them with word cards for *I spy* and *ice cream*. Have children duplicate the words using letters from the puzzle.

MEMORY

Using the Alpha-Rhyme cards, teach children how to play Memory. (See the Appendix for directions.) Since only two cards for each graphemic base are used in playing Memory, two sets of children may play the game at the same time.

MOOSE MATCH-UP

Put out the sound boards and markers for Moose Match-Up (Letter). Teach children who already know most of the letters of the alphabet how to play the game. (See the Appendix for directions.)

FOLLOW UP

On-Going Activity

Letter Sound “I Spy”

Continue to play Letter Sound “I Spy” to review the alphabet letters and sounds children have learned. Letter Sound “I Spy” may have children spying items that begin with a particular sound as well as having children name the letter that stands for the sound of an item they have chosen. Letter Sound “I Spy” may also be played to introduce new sounds and letters.

Concluding the Lesson

What did the freezer say to the ice cube? (Icy you)



Invite children to:

- Share their favorite *I* activity with the class.
- Display their *I* artwork.
- Share a favorite book from the Reading Corner.
- Learn and play the “Coffeepot” version of “I Spy” as described on page 9A of the Flip Book.

Help children celebrate their success:

- Award “I” stickers and have children add the stickers to their “My Own ABC Book.”
- Serve class-made “Icy Fruit Cubes” for snack.
- Sample different flavors of ice cream.
- You may also wish to share with children the videos *Brave Irene* or *Ira Sleeps Over*.

J

Jim Along, Josie (song)

Jump Rope (game)

Focus:

- Listen to the song "Jim Along, Josie"
- Play "Jump Rope"
- Recognize the letters *J, j*
- Develop Print Concepts

Books for the Reading Corner

Asch, Frank. *Just Like Daddy*. Prentice Hall, 1981.

* Degen, Bruce. *Jamberry*. Harper, 1983.

* Ets, Marie Hall. *Just Me*. Viking, 1965.

* Hoban, Lillian. *Bread and Jam for Frances*. Harper, 1964.

Kalan, Robert. *Jump, Frog, Jump*. Greenwillow, 1981.

Keats, Ezra Jack. *Jennie's Hat*. Harper, 1966.

* Kent, Jack. *Joey Runs Away*. Prentice Hall, 1985.

Kushin, Karla. *Just Like Everyone Else*. Harper, 1982.

Moncure, Jane. *My "J" Sound Box*. Child's World, 1979.

Reich, Ali. *Jump Rope Jingles*. Random, 1983.

Wasmuth, Eleanor. *Jack and Jill*. Board book. Simon & Schuster, 1986.

* Available as Read-Alongs

Recordings and Visuals

"Jelly Man Kelly" (sung by James Taylor on *In Harmony* by Columbia Records).

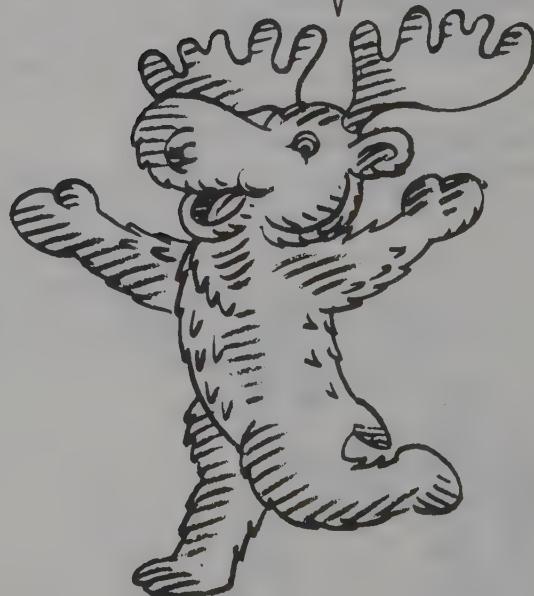
"Jump Josie," "Jumping Joan," and "Jack and Jill" (from *Sharon, Lois, & Bram's Mainly Mother Goose*).

Just Me (Sound filmstrip from Weston Woods). *Joey Runs Away* (Sound filmstrip or video from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 3A
- Crown *J*
- Chart for "Jim Along, Josie"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Mortimer's Letter Race

Have you heard the joke about the jump rope?
No? Well, skip it!



Play the traditional ABC Song on Tape 3A as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter J

... Julie, John, Jenny, Jordon, Jessica, Jeff, Jan, Jack ...



Responding to Music

Place Crown J on Mortimer's head, and identify the letter for children. Recite with children the letters *A* through *J*. Tell children that the next song they will listen to is "Jim Along, Josie" and that the letter *J* stands for the sound heard at the beginning of the words *Jim* and *Josie*.

Have children:

- Say *Jim* and *Josie* several times, listening for the beginning sounds.
- Recognize that *Jim* and *Josie* are names for people.
- Cite other names that begin with the sound for *J*.

Tell children that in the song "Jim Along, Josie" the word *Jim* means to move. Invite children to listen as you play "Jim Along, Josie" on Tape 3A.

Have children:

- Listen for the different ways *Josie* "jims along" as you play the song again.
- Sing along as you play "Jim Along, Josie."
- Dramatize the song as they sing along with the tape "Jim Along, Josie."
- Sing along with the tape while performing a line dance. (Lead children around the room as they "jim along." Children can throw their hands in the air and shout "hey" for the first verse and hop, fly, skip, and jump for the remaining verses.)

Display the chart for "Jim Along, Josie." Read the song aloud, pointing to the words as you do so.

Have children:

- Read with you the song title: "Jim Along, Josie."
- Find the words *Jim* and *Josie* in the title.

Developing Print Concepts

Demonstrate how to form the letters *J* and *j* on the chalkboard.

Help children:

- Find the letters *J* and *j* in words on the chart for “Jim Along, Josie.”
- Note that *Jim* and *jm* are the same word.
- Note that *Jo* is a shorter way of saying *Josie*.
- Recognize that each verse is the same with the exception of the first word in each line.
- Identify the words *hey, hop, skip, fly*, and *jump*.

Play “Jim Along, Josie” once again.

Reinforcing the Letter *J*

Display page 10 of the Flip Book. Point to the word *Jump* in the game title, and call on a volunteer to read it. Tell children that the game for the letter *J* is “Jump Rope.”

Have children:

- Identify the letters *J* and *j*.
- Say *Jump, Jim*, and *Josie*, several times, listening for the beginning sound.
- Share their jump roping experiences.

Read the verse printed on page 10 for children.

Have children:

- Note that *Jumping* and *Jumped* both have the word *Jump* in them.
- Count how many times the words *Jumping* and *Jumped* appear in the verse.
- Clap to the verse as you read it again.

Invite children to “Jump Rope.” (See the directions on page 10A.) Suggest that children practice “clapping” to a rhyme before jumping to it.

Language Experiences: Playing a Game

Play the contemporary version of the ABC Song on Tape 3A to signal the end of play.

Whole Language Experiences for "Jim Along, Josie"

Tracing and writing letters help children become familiar with their forms. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Children exchange ideas to create a game. (*Cooperative Learning*)

Bordering Josie

Display the "Jim Along, Josie" chart. Have children use markers to trace over the letters *J* and *j* in the title and in the words of the song. Invite children to create a border around the words of the chart by writing *J*'s and *j*'s.

Let's Listen

Encourage children to listen to "Jim Along, Josie" on Tape 3A. You may also suggest that they listen to "Jump Josie," "Jumping Joan," and "Jack and Jill" (from *Mainly Mother Goose*) to listen for other words that begin with the sound for *j*.

Jimming Along

Have children recall that the song "Punchinello, Funny Fellow" was also a singing game. Briefly review this singing game with children. (See the Whole Language Experiences for "Punchinello, Funny Fellow" in Letter Plan *F*.) Tell children that "Jim Along, Josie" is also a singing game. Ask children how they might play the singing game "Jim Along, Josie." Explore children's suggestions by playing the song on Tape 3A and inviting children to play the game according to their ideas.

Then teach children to play the singing game "Jim Along, Josie" using the following directions:

Have children form facing parallel lines. While children sing to "Jim Along, Josie" on Tape 3A, the lead child from each line performs the action for the first verse as they travel down the center of the lines and rejoin the lines at the end. The game continues with the next pair of children "hopping," the third pair "flying," and so on.

Encourage children to suggest other motions for children who have not yet traveled down the center of the lines. Possible actions might include: *crawl, run, tiptoe, and march*.

Innovating on text helps children become aware of language patterns. (*Print Awareness*)

Children compile their writing to make a class book. (*Print Awareness*)

Children work together to record their own version of "Jim Along, Josie." (*Cooperative Learning/Language Experiences*)

Jim Along Innovations

Provide each child with a copy of a verse from "Jim Along, Josie," leaving a blank for children to print their own action words at the beginning of each line.

_____, jim along, jim along, Josie,
_____, jim along, jim along, Jo!

Have children illustrate the verses they write.

"Jim Along, Josie" Books

Bind children's verses together to make a class "Jim Along, Josie" book. Invite children to read the book aloud with you. Then add the book to the Reading Corner for independent or shared reading.

Recording a Song

Children will enjoy making their own song tape for the class "Jim Along, Josie" book. Musical accompaniment is not required, however, you will need a tape recorder and the class "Jim Along, Josie" book. Using the book as a source of lyrics, have children first read through the book with you. On a second reading, have children sing the lyrics. On the third reading, record children as they sing.

Invite children to sing along with their class recording. Then play the class recording, and invite children to play the "Jim Along, Josie" singing game as they sing along with the tape. You might wish to place the tape in the Reading Corner to act as a read-along cassette for the "Jim Along, Josie" book.

DID YOU KNOW?

The song "Jim Along, Josie" is based on an old minstrel song. The description of the singing game as it appears here is one of several dance variations. Still another parallel line dance has the lead pair join hands to side-skip down the center of the lines, then raise their arms to form an arch through which the rest of the dancers pass. This is repeated with the next lead pair, and so on. In one song, the word *Josie* implies the dance itself instead of a person's name; in another, the word *josey* is something a dancer wears.

Whole Language Experiences for "Jump Rope"

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children use alternate writing methods to model letter forms. (*Print Awareness*)

Children work together to plan and execute letter forms. (*Cooperative Learning/Print Awareness*)

Children learn jump rope rhymes to broaden their literature base. (*Language Experiences*)

Read with Mortimer Moose

Have children work with partners (including Mortimer) to look through copies of the Little Game Books. Encourage children to name any letters they can and to look for words that begin with the letters *A* through *J*. Children may also follow along as they listen to recordings of books in the Reading Corner, read the class book "Jim Along, Josie," or browse through the other books in the Reading Corner on their own.

Jump Rope *J*'s

Suggest that children try forming the letters *J* and *j* by draping jump ropes along the ground. Then have children glue pieces of string onto construction paper to make miniature jump rope *J*'s and *j*'s. Encourage children to close their eyes and use their hands to distinguish the letter forms by touch. Some children may enjoy making their own *J* crowns, using Mortimer's crown as a model.

Body Letters

Have children work with partners to form human capital and small *j*'s. A third child, as director, might instruct children in arranging their bodies to make the letters.

J, Jumping Rhymes

Display the following rhymes and read them with children:

Here am I,
Little Jumping Joan.
When nobody's with me
I'm all alone.

Jack be nimble,
Jack be quick,
Jack jump over
the candlestick.

Have each child memorize one rhyme and practice jumping rope to it. As children become more proficient at jumping rope, have them attempt the other rhymes provided with the directions from the Flip Book. Also have children invent a "J" verse for the bounce-ball rhyme "A, My Name Is Amy" and to try jumping to that verse.

Children apply math skills to real-life situations. (*Math Link*)

How Far Can You Jump?

Introduce children to another way of jumping—the broad jump. Mark a toe line on the classroom floor with a piece of tape or scratch a line into the dirt outside. Show children how to stand with feet together and toes touching the line. Then demonstrate how to broad jump by bending your knees slightly as you swing your arms back and swinging your arms forward during the jump. Use a yardstick to measure, in inches, the distance from the toe line to the place where your heels landed.

Invite children to practice the broad jump before helping them measure and record their results. Children may wish to make a class poster to post the results. Provide children with opportunities to better their distances.

Name	jump 1	jump 2	jump 3	jump 4
Ryan Silvers	27 inches	27½ inches	29 inches	29½ inches
Chad Domaigne	30 inches	29 inches	31 inches	
Maria Gomez	27 inches	27 inches	28 inches	
Tricia Lee	28 inches	29 inches		
Tina Tsao	24 inches	24½ inches		

Jamwiches

Elicit from children that the word *jam* begins with the sound for *j*, as in *jump*. Then invite children to make “jamwiches.” Cut the crust off slices of bread. Quarter the bread and give each child four quarters. Then provide children with different kinds of jams from which to make their jamwiches. Enjoy the jamwiches at snack time. (NOTE: Jelly may be used in lieu of jam and still produce wonderful “jamwiches” to be eaten while listening to “Jelly Man Kelly” (from *In Harmony*).

Letters and Sounds

ALPHA-RHYME “J” CARDS

Have pairs of children find the Alpha-Rhyme cards that begin with the sound for *j* (*jack, jug*) and the cards that rhyme with them. Arrange the *-ack* cards one below the other. Cover the first letter, and have children note the last three letters in all four words. Pronounce *ack* for children, and have them repeat it. Then uncover the *j*, say *jack*, and have children say *jack*. Follow a similar procedure with *ug* for *jug*.

J, JUMP WORDS

Have children listen as you say several words. Tell children that they are to jump when they hear a word that begins with the sound for *j*, as in *jump*. Say the following groups of words: jelly, jam, butter; jacks, hopscotch, jump rope; jar, can, jug; car, jet, jeep.

GO FISH

Using the Alpha-Rhyme cards, teach small groups of children how to play “Go Fish.” (See the Appendix for directions.)

MORTIMER’S LETTER RACE

Invite children to play the long version of Mortimer’s Letter Race. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Body Letters

Continue to have children make “Body Letters” to review known letters and to practice new letters as they progress through the alphabet. Remind children to form both capital and small letters. Groups of children may also enjoy competing with one another to see who can form an alphabet letter first.

Concluding the Lesson

Invite children to:

- Share their favorite *J* activity with the class.
- Display their *J* artwork.
- Share a favorite book from the Reading Corner.
- Share the class book “*Jim Along, Josie*.”

Help children celebrate their success:

- Award “*J*” stickers, and have children add them to their “*My Own ABC Book*.”
- Enjoy “*Jamwiches*” for snack time.
- Share with children the filmstrips *Just Me* or *Joey Runs Away*.

K

Kookaburra (song)

Kites (game)

Focus:

- Listen to the song "Kookaburra"
- Play "Kites"
- Recognize the letters *K, k*
- Develop Print Concepts

Books for the Reading Corner

- * Burton, Virginia Lee. *Katy and the Big Snow*. Houghton, 1943.
- Maestro, Betty and Giulio. *The Key to the Kingdom*. Harcourt, 1982.
- * Minarik, Else Holmelund. *A Kiss for Little Bear*. Harper, 1968.
- Moncure, Jane B. *My "K" Sound Box*. Child's World, 1979.
- Payne, Emmy. *Katy No-Pocket*. Houghton, 1973.
- Severny, Vincent. *Kangaroo*. Raintree Publications, 1986.
- Severny, Vincent. *Koala*. Raintree Publications, 1985.
- Severny, Vincent. *Kookaburra*. Raintree Publications, 1985.
- Spirn, Michele. *Kite Race*. January Productions, 1988.
- Wise, Francis H. and Joyce M. *Kites*. Wise Publishing, 1977.

* Available as Read-Alongs

Recordings and Visuals

A Kiss for Little Bear (Filmstrip from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 3B
- Crown *K*
- Chart for "Kookaburra"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Moose Match-Up

What has a thin body, no head, a long tail, and flies without wings? (a kite)



Play the traditional ABC Song on Tape 3B as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter K

How do you think a kookaburra sounds when it laughs?



Place the *K* crown on Mortimer's head, and identify the letter for children. Use page 27 of the Flip Book to help children recite the letters *A* through *K*. Explain that the letter *k* stands for the sound at the beginning of the word *kookaburra* and that a kookaburra is a kind of bird that lives in the wild, woodland areas of Australia. It is a large bird with a big bill, and its call sounds like laughter.

Have children:

- Say *Kookaburra* several times, listening for the beginning sound.

Responding to Music

Tell children that the next song they will listen to is called "Kookaburra." Invite children to listen as you play the song "Kookaburra" on Tape 3B.

Have children:

- Pantomime laughing as they listen to "Kookaburra."
- Sing along as you play "Kookaburra."
- Form two groups to sing in rounds along with the tape "Kookaburra."
- Listen for another word that begins with the same sound as *Kookaburra*; *king*.

Developing Print Concepts

Display the chart for "Kookaburra." Read the song aloud, pointing to the words as you do so.

Have children:

- Read with you the song title: "Kookaburra."
- Note that the title is one word.
- Note that the word *bush* names a wild, wooded area.

Reinforcing the Letter *K*

Language Experiences: Playing a Game

Play the contemporary version of the ABC Song on Tape 3B to signal the end of play.

Demonstrate how to form the letters *K* and *k* on the chalkboard.

Help children:

- Find the letters *K* and *k* in the title: "Kookaburra."
- Find the letters *K* and *k* in the words on the chart for "Kookaburra."
- Note that *Kookaburra* and *kookaburra* are the same word.
- Find the word *king* and say it several times, listening for the beginning sound.

Play "Kookaburra" once again.

Display page 11 of the Flip Book. Read the title *Kites* aloud for children. Tell children that they will make kites for the letter *K*. Ask children who have made or flown kites to share their experiences.

Have children:

- Identify the letters *K* and *k*.
- Say the words *kookaburra* and *kite* several times, listening for the beginning sound.

Read the verse printed on page 11 for children.

Have children:

- Note that *Kites* and *kites* are the same word.
- Count how many times the word *kites* appears in the verse.
- Find two words that are repeated three times in a row (*run, fly*).

Invite children to make "Kites." (See the directions on page 11A.)

Whole Language Experiences for “Kookaburra”

Tracing and writing letters help children become familiar with their forms. (*Print Awareness*)

Children learn about kookaburras as they share a book. (*Science Link*)

Children explore books to learn about other animals. (*Science Link*)

Experimenting with language patterns helps children develop skills for their own writing. (*Print Awareness*)

K Is for Kookaburra

Display the “Kookaburra” chart. Have children use colored markers to trace over the letters *K* and *k* in the title and in the words of the song. Invite children to border the chart by again using colored markers to draw leafy branches around the verse and writing the letters *K* and *k* in the leaves.

Let’s Listen

Encourage children to listen to “Kookaburra” on Tape 3B. Suggest that they sing along in rounds with the song “Kookaburra.”

Reading to Learn

Borrow from the Reading Corner the book *Kookaburra* by Vincent Severny. Read the book aloud to children to help them learn more about the kookaburra. If a classroom globe is available, help children locate Australia on the globe. Help children realize that Australia is an island continent far from the United States.

More “K” Animals

Help children name two other Australian animals whose names begin with the sound for the letter *k*: *koala* and *kangaroo*. Read for children, or display, *Kangaroo* and *Koala*, also by Vincent Severny. Then invite children to draw their favorite “K” animals and label their drawings.

Kookaburra Innovations

Help children create new verses for “Kookaburra” by substituting a koala bear and a kangaroo for the kookaburra. Write the substitute animal names and actions on strips of paper to tape over the song lyrics on the “Kookaburra” chart, or write their new verses on separate sheets of chart paper. Invite children to sing their new songs. Your verses may resemble the following:

Kangaroo hops round the old gum tree.
Merry, merry king of the bush is he.
Hop, kangaroo.
Hop, kangaroo.
Gay your life must be.

Koala bear climbs up the old gum tree.
Merry, merry king of the bush is he.
Climb, Koala bear.
Climb, Koala bear.
Gay your life must be.

Children engage in oral language to name, and then illustrate, animal kings. (*Language Experiences/Print Awareness*)

Picturing Kings

Tell children that the word *king* names a kind of a leader. Ask children what kings wear, supplying if necessary the word crown. (You might wish to direct attention to Mortimer's Crown.) Then explain that animals can also be kings when they are the strongest or largest of their kind. For example, the lion is "king of the jungle" or "king of cats," the kookaburra is "king of the bush," and Mortimer himself might be "king of the alphabet."

Help children name other animal "kings." Responses may be as factual or as creative as children wish. For instance, a whale may be "king of the ocean" and a goldfish, "king of the tank." Invite children to illustrate their animal kings, complete with crowns. Help children label their drawings accordingly.

King Kookaburra

Teach children how to play the listening game, "King Kookaburra." Have children listen carefully as you say each phrase listed below. They are to call out "King Kookaburra" when they hear a phrase in which each word begins with the sound for *k*. ("King Kookaburra" phrases are starred.)

- * King Kookaburra * Key keepers keep keys.
- * Kangaroos kick. * Kate keeps kissing kittens.
- Kookaburras laugh. Kevin Kelly flies kites.
- Koalas climb trees.

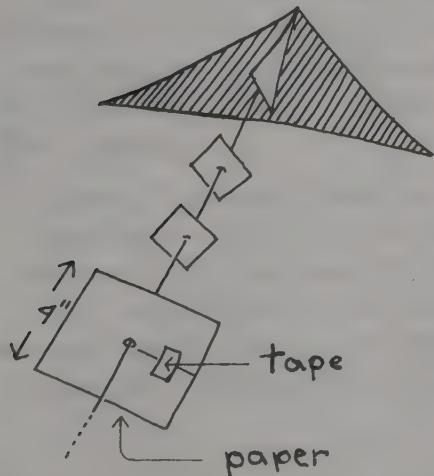
Children play a listening game to distinguish among letter sounds. (*Phonemic Awareness*)

Whole Language Experiences for "Kites"

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness*)

Children engage in functional writing to send messages. (*Print Awareness*)



Read with Mortimer Moose

Have children work in pairs (including Mortimer) to look through copies of the Little Game Books. Encourage children to name letters they can and to look for words that begin with the letters *A* through *K*. Children may also follow along as they listen to recordings of books in the Reading Corner, review the animal books *Kookaburra*, *Koala*, and *Kangaroo*, or browse through the other books in the Reading Corner on their own.

K's on Kites

Provide children with diamond-shaped pieces of construction paper, several bow-shaped pieces of paper, and lengths of string. Suggest that children write the word *kite* on their "diamonds" and write the letters *K* and *k* on the "bows." Then help children tape the bows to the strings and the strings to the kites. Some children may enjoy making their own *K* crowns, using Mortimer's crown as a model.

NOTE:

The kite described above can be used in lieu of the more elaborate kite outlined on page 11A of the Flip Book. Younger children can "fly" their *K/k* kites by tying short lengths of string to the top of the diamond and simply running around the room, the kite following behind.

Kite Messages

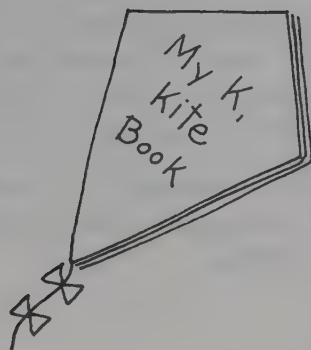
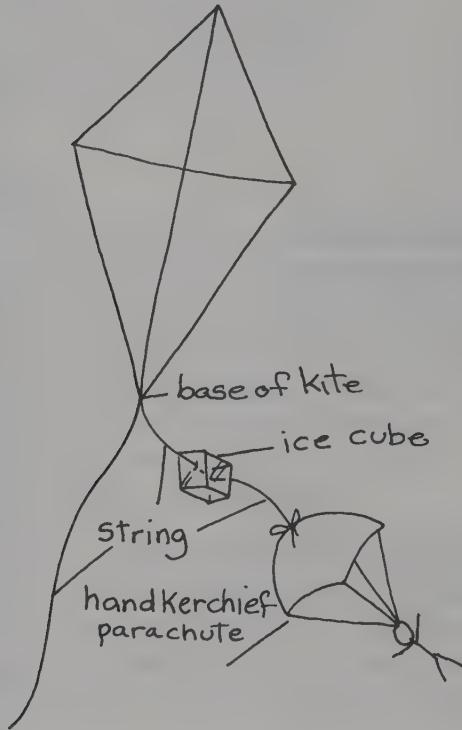
Since kite messages work best with kites flown at high altitudes, you might consider flying a store-bought kite to conduct the following activity. Provide children with four inch squares of paper on which to write messages to the kite such as "Keep Flying, Kite" and "Hello, Kite." Then send the messages to the airborne kite as described below.

Place small pieces of paper, cut as shown in the illustration, around the string and tape the slit together. The messages will then "run" up the string to the kite.

Children use prior knowledge to predict the outcome of a class experiment. (*Language Experiences/Science Link*)

Parachute Kites

Children who enjoyed the ice experiments (See the Whole Language Experiences for "Ice Cream" in Letter Plan *I*.) will be able to predict the outcome of parachute kites. First, you will need a cube of ice into which the ends of two pieces of string have been frozen. Tie one of the free ends of string to the base of a sturdy kite and the other free end of string to the top center of a simple handkerchief-parachute which has been weighted down with a wooden clothes pin or small plastic figure.



Children create their own books of *K* words. (*Phonemic Awareness*)

Encourage children to predict what will happen before launching your kite. Once the kite is airborne, the ice will begin to melt, releasing one of the strings. The parachute will then come floating back down to earth. (NOTE: A hot, breezy day and a store-bought kite are both recommended for this activity. Be sure to caution children against trying to catch the floating parachute.)

Kite Books

Create a diamond-shaped kite stencil to make *K* books. Fold two to three sheets of paper in half, and place the stencil along the fold line. Trace the kite and cut it out. Staple the folded edge to bind the book. Have children draw, or cut out from magazines, pictures of *K* words they have learned to illustrate the book. Help children label their pages as needed.

Letters and Sounds

END SOUNDS

Remind children that a letter can stand for both beginning and ending sounds.

Have children listen as you say some words. Ask them to tell if they hear the sound for *k* at the beginning or at the end of each word: kite, book, king, kangaroo, hook, duck, koala. You might make picture cards for words that begin or end with the sound for *k*, and have children work in pairs to group the pictures accordingly.

ALPHA-RHYME

Invite groups of two to four children to play Alpha-Rhyme. (See the Appendix for directions.)

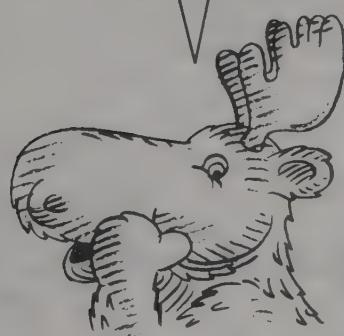
MOOSE MATCH-UP

Most children will now be familiar with the letters of the alphabet. Invite a group of children to play Moose Match-Up (Beginning-sound). (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Mortimer Moose makes
marvelous mousse!



King Kookaburra

Continue to play "King Kookaburra" to review previous learned letter sounds as well as newly introduced letter sounds. Children can continue to say "King Kookaburra" in response to phrases or the name of the game can be changed to suit the letter (for example, "Old Obadiah" or "Dancing Donna"). You might also challenge children to create their own "King Kookaburra" phrases.

Concluding the Lesson

Invite children to:

- Share their favorite *K* activity with the class.
- Display their kites.
- Share a favorite book from the Reading Corner.
- Sing the additional class verses to "Kookaburra."

Help children celebrate their success:

- Award "K" stickers, and have children add them to their "My Own ABC Book."
- Enjoy "K" snacks such as kiwi fruit.
- Share with children the filmstrip *A Kiss for Little Bear*.

Mary Had a Little Lamb (song)

London Bridge (game)



Focus:

- Listen to the song "Mary Had a Little Lamb"
- Play "London Bridge"
- Recognize the letters *L, l*
- Develop Print Concepts

Books for the Reading Corner

- * Galdone, Paul. *The Little Red Hen*. Houghton, 1985.
- * Hale, Sara Josephina. *Mary Had a Little Lamb*. Illustrated by Tomie dePaola. Holiday House, 1984.
- * Kraus, Robert. *Leo the Late Bloomer*. Crowell, 1971.
- Moncure, Jane B. *My "L" Sound Box*. Child's World, 1978.
- * Spier, Peter. *London Bridge Is Falling Down*. Doubleday, 1985.
- * Waber, Bernard. *Lyle, Lyle Crocodile*. Houghton, 1965.

* Available as Read-Alongs

Recordings and Visuals

"This Little Light of Mine" (from *Rise and Shine* by Raffi).

"Skip to My Lou" (from *A House Is a House for Me* by Fred Penner).

Mary Had a Little Lamb, London Bridge Is Falling Down, Leo the Late Bloomer, and The Little Red Hen (Sound filmstrips from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 3B and Game Tape
- Crown *L*
- Chart for "Mary Had a Little Lamb"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Moose Match-Up

Spread open your fingers.
Put your thumbs on your head,
over your ears.
Now point the fingers of your
left hand to the ground.
You're a moose turning left!



Play the traditional ABC Song on Tape 3B as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter *L*

Identify for children the letter *L* on Mortimer's crown. Tell children that the letter *L* comes after the letter *K* in the alphabet. Say the letters *A* through *L* with children. Explain that the letter *L* stands for the sound at the beginning of the word *lamb*. Tell children that the next song they will listen to is "Mary Had a Little Lamb."

Have children:

- Say *lamb* several times, listening for the beginning sound.
- Recite the rhyme if they know it.
- Identify another word in the rhyme's title that begins with the sound for *l*: *Little*.
- Describe what a lamb looks like.

Responding to Music

Invite children to listen as you play "Mary Had a Little Lamb" on Tape 3B.

Have children:

- Sing along as you play "Mary Had a Little Lamb" again.
- Pantomime with partners Mary being followed by the lamb as they sing along with the tape.
- Listen for how many times the phrase "little lamb" appears in the song.

Developing Print Concepts

Display the chart for "Mary Had a Little Lamb." Read the song aloud, pointing to the words as you do so.

Have children:

- Read with you the song title: "Mary Had a Little Lamb."
- Find the words *Little* and *Lamb* in the title.
- Note that *fleece* names the fur that covers a lamb's body.

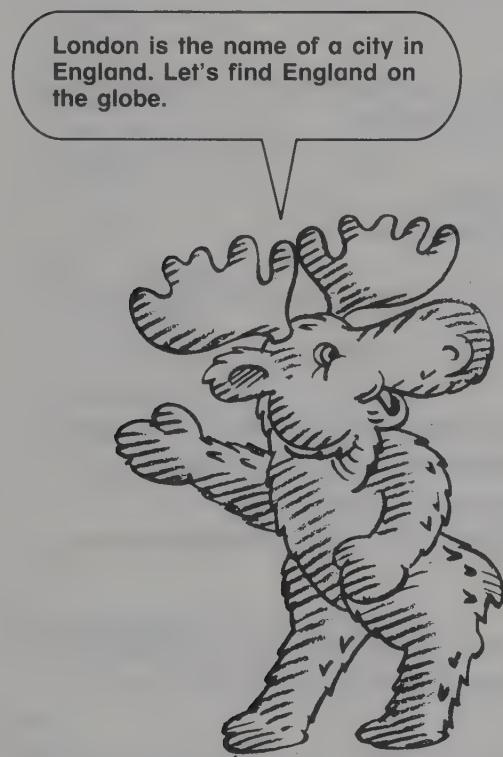
Demonstrate how to form the letters *L* and *l* on the chalkboard.

Help children:

- Find the letters *L* and *l* in the words on the chart for "Mary Had a Little Lamb."
- Note that *Little* and *little* are the same word.
- Note that *Lamb* and *lamb* are the same word.
- Count the number of times the words *little* and *lamb* occur in the song.
- Find the letters *L* and *l* in classroom signs.

Play "Mary Had a Little Lamb" once again.

Reinforcing the Letter *L*



Language Experiences: Playing a Game

Play the contemporary version of the ABC Song on Tape 3B to signal the end of play.

Display page 12 of the Flip Book. Read aloud the title of the game for children: "London Bridge."

Have children:

- Identify the letters *L* and *l*.
- Say the words *London* and *lamb* several times, listening for the beginning sound.

Ask children if they know the song "London Bridge." Read the words to the first verse of the song on page 12.

Have children:

- Find the letter *L* in the title.
- Find the word *London* in the song twice.
- Find another word that begins with the sound for *l*: *lady*.
- Discuss the illustration.

Play "London Bridge" on the Game Tape (Side A), and invite children to sing along. Then teach children to play the game, using the directions on page 12A.

Whole Language Experiences for “Mary Had a Little Lamb”

Children trace letters to become familiar with their forms and label items to associate pictures with words. (Print Awareness)

Listening to selected songs helps children distinguish sounds. (Phonemic Awareness)

Children use alternate writing methods to model letter forms. (Print Awareness)

Children examine schools and children of long ago as they listen to a story. (Social Studies Link)

L Is for Lamb

Display the “Mary Had a Little Lamb” chart. Have children use colored markers to trace over the letters *L* and *l* in the title and in the words of the song. Place a *L/l* chart beside the “Mary Had a Little Lamb” chart. Invite children to paste cotton-ball lambs on the *L/l* chart, along with capital and small *l*’s they have drawn or cut out.

Let’s Listen

Encourage children to listen to “Mary Had a Little Lamb” on Tape 3B. You may also suggest that they listen to “This Little Light of Mine” (from *Rise and Shine*) and “Skip to My Lou” (from *A House Is a House for Me*) to listen for other words that begin with the sound for *l*.

L’s from Cotton

Have children form the letters *L/l* on sheets of construction paper. Then provide children with cotton balls with which to decorate their *l*’s. Some children may enjoy making their own *L* crowns, using Mortimer’s crown as a model.

Sharing a Book: *Mary Had a Little Lamb*

Borrow the book *Mary Had a Little Lamb* illustrated by Tomie dePaola from the Reading Corner. Read the book aloud to children inviting them to join in on the parts that they know. Reread the book, and invite children to comment on the children’s dress and school to help your children understand that this is indeed a very old poem.

Follow the Leader

Reread with children the words to “Mary Had a Little Lamb.” Ask children if this rhyme reminds them of a game that children often play. Elicit or supply the response “Follow the Leader.” Have children say the word *leader* several times, listening for the beginning sound. Then invite children to play another “L” game, “Follow the Leader.”

Children engage in oral language to make comparisons. (*Language Experiences*)

As White as Snow (Similes)

Tell children that people often use the words *as* and *like* to compare things. Write the phrase “It’s fleece was white as snow” on the chalkboard. Discuss with children what is being described in this sentence (the lamb’s fleece) and to what the fleece is being compared (to the whiteness of snow). Then rewrite the phrase to use the word *like*: “It’s fleece was white like snow.” Underline the words *as* and *like* in the sentences, pointing out that both sentences compare the lamb’s fleece to the whiteness of snow.

Invite children to create their own *as* or *like* sentences. You might start children off with sentences that require them to supply only the object of comparison, such as the ones listed below along with sample responses.

Humpty Dumpty is as round as an _____. (egg)
Baa baa black sheep is as dark as the _____. (night)
A caterpillar is as soft as _____. (silk)
You are as funny as _____. (Punchinello)
The water is as cold as _____. (ice, ice cream)
You jump like a _____. (frog)
The kookaburra’s call is like a _____. (laugh)
The stars sparkled like _____. (diamonds)
The puppy follows me around like _____. (Mary’s lamb)

Have children choose *as* or *like* sentences they wish to illustrate. After children have finished their drawings, have them write, or write for them, the sentences that caption their drawings. You might wish to bind the drawings together to make a class book of *as/like* sentences.

DID YOU KNOW?

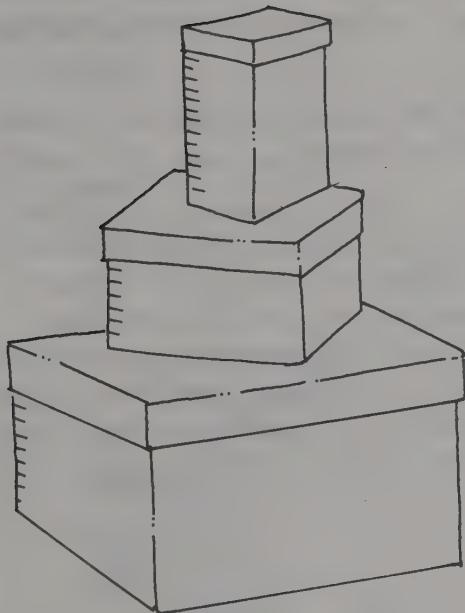
“Mary Had a Little Lamb” was written by Mrs. Hale (1788-1879) of Boston about an incident which was “partly true.” The poem was first published in the September/October 1830 issue of the periodical, *Juvenile Miscellany*, of which Mrs. Hale was the editor. The poem was also included in a volume of poetry written by Mrs. Hale entitled *Poems for Our Children*. Claims by others to have either written the verse or to have been the “Mary” in the poem are unsubstantiated.

Whole Language Experiences for “London Bridge”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Children work together to plan and execute bridges. (*Cooperative Learning*)



Read with Mortimer Moose

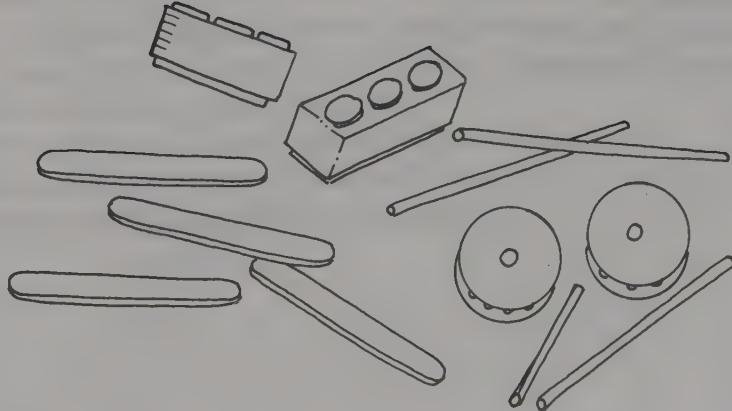
Have children work with partners or in small groups (including Mortimer) to look through copies of the Little Game Books. Encourage children to name letters they can and to look for words that begin with the letters *A* through *L*. Children may also follow along as they listen to recordings of books in the Reading Corner, read the class *As/Like* Book, or browse through the books in the Reading Corner on their own.

Let's Listen

Invite children to listen to “London Bridge” on the Game Tape. (Side A) You might also suggest that they listen again to “Mary Had a Little Lamb” on Tape 3B, “This Little Light of Mine” (from *Rise and Shine*), and “Skip to My Lou” (from *A House Is a House for Me*).

Building Bridges

Have children work in small groups to build bridges using different classroom building materials. One group might construct a bridge from building blocks; a second group, from interlocking logs; a third group, from craft sticks; a fourth group, from interlocking blocks; and so on. Encourage children to describe their completed bridges. You might wish to photograph the bridges, along with their architects, and display the photos on a classroom bulletin board to be enjoyed long after the bridges “fall down.”



Children work together to illustrate innovated verses of the song. (*Cooperative Learning*)

Innovating the Song

Children may wish to use their experiences with building bridges to create new verses for “London Bridge.” Using verses 2 and 3 from page 12A of the Flip Book, help children find the language pattern in the verses and then create new ones. For example, children’s verses for a bridge made from interlocking logs may read:

Build it up with wooden logs,
wooden logs,
wooden logs,
Build it up with wooden logs,
My fair lady.

Wooden logs may split and burn,
split and burn,
split and burn,
Wooden logs may split and burn,
My fair lady.

Invite children to work in pairs to illustrate not only the verses they have created but the additional verses of “London Bridge” provided in the Flip Book.

Comparing Books: *London Bridge Is Falling Down*

Recall with children that they have shared several books that illustrated the songs and games they have learned with Mortimer. Recall some of these titles with children. (*Baa, Baa, Black Sheep*, *Hey Diddle Diddle*, *The Farmer in the Dell*, *A-Hunting We Will Go*, *Humpty Dumpty*, and most recently, *Mary Had a Little Lamb*) Then invite children to read along as you share with them *London Bridge Is Falling Down* by Peter Spier.

Have children compare Mr. Spier’s illustrations to those they drew in the previous activity.

Linking Words

Point out to children that a bridge is a link between two places. Then teach children the circle game, “Linking Words.” Say a word, such as *lake*. The first child must respond with a word that begins with the end sound in *lake*; for example, *kite*. The next child says a word that begins with the end sound in *kite*, perhaps *ten*, and so on. If a child responds incorrectly, the next child restarts the game with a new word.

Children engage in oral language to compare story illustrations. (*Language Experiences*)

Children engage in oral language to play a listening game. (*Phonemic Awareness*)

Letters and Sounds

ALPHA-RHYME "L" CARDS

Have children find the Alpha-Rhyme cards that begin with the sound for *l* (*lake*, *look*) and their rhyming cards. Have children arrange the *-ake* cards one below the other, noting the last three letters in all four words. Pronounce *ake*, and have children repeat it. Then uncover the *l*, say *lake*, and have children say *lake*. Repeat with *-ook* for *look*.

END SOUNDS

Have children tell if the sound for *l* appears at the beginning or end of each of the following words: lake, ladybug, doll, stool, lamb, well, ladder, school. You might make picture cards for words that begin or end with the sound for *l*, and have children group the pictures accordingly.

MOOSE MATCH-UP

Reinforce end sounds by having groups of children play Moose Match-Up (End-sound). (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Concluding the Lesson

What's the smallest bridge in the world?
(the bridge of your nose)



Linking Words

Continue to play "Linking Words" to reinforce beginning and ending sounds. Be sure children work with the "sounds" they hear. For example, if a child supplies the word *jam* after hearing the word *bridge*, accept the word as a correct answer.

Invite children to:

- Share their favorite *L* activity with the class.
- Display their *L* artwork.
- Review the bulletin board display of photographs showing class-made bridges.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "L" stickers, and have children add them to their "My Own ABC Book."
- Enjoy "L" snacks such as lemonade.
- Share with children the filmstrips *Mary Had a Little Lamb* or *London Bridge Is Falling Down*.

M

The Three Little Kittens (song) Musical Chairs (game)

Focus:

- Listen to the song "The Three Little Kittens"
- Play "Musical Chairs"
- Recognize the letters *M, m*
- Develop Print Concepts

Books for the Reading Corner

Asch, Frank. *Moongame*. Simon & Schuster, 1984.

* Bemelmans, Ludwig. *Madeline*. Viking, 1939.

Galdone, Paul. *The Three Little Kittens*. Clarion, 1986.

* Ginsburg, Mirra. *Mushroom in the Rain*. Macmillan, 1974.

* McCloskey, Robert. *Make Way for Ducklings*. Viking, 1941. Caldecott Book.

* McCloskey, Robert. *One Morning in Maine*. Viking, 1952.

Moncure, Jane B. *My "M" Sound Box*. Child's World, 1979.

* Obligado, Lilian. *The Three Little Kittens*. Random House, 1974.

* Available as Read-Alongs

Recordings and Visuals

"The Muffin Man" (from *If You're Happy and You Know It, Sing Along with Bob*, Volume 2, by Bob McGrath).

"The Bear Went Over the Mountain" (from *If You're Happy and You Know It, Sing Along with Bob*, Volume 1, by Bob McGrath).

The Three Little Kittens (Sound filmstrip from Random House).

Make Way for Ducklings and *Mushroom in the Rain* (Sound filmstrips from Weston Woods).

One Morning in Maine (Sound filmstrip from Live Oak Media).

KIT MATERIALS:

- Mortimer Moose
- Tape 4A and Game Tape
- Crown *M*
- Chart for "The Three Little Kittens"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Mortimer's Letter Race

M, my name is Mortimer;
My wife's name is Matilda.
We live in Maine,
And we sell mittens.



Play the traditional ABC Song on Tape 4A as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter *M*

Place the *M* crown on Mortimer's head and identify the letter *M* for children. Have a volunteer find the letter *M* on page 27 of the Flip Book. Then have children recite the letters *A* through *M* with you. Tell children that the letter *M* stands for the sound at the beginning of the word *moose*.

Have children:

- Say *moose* several times, listening for the beginning sound.
- Recognize that the name *Mortimer* also begins with the sound for *M*.

Responding to Music

Tell children that the next song they will listen to is "The Three Little Kittens." Explain that the kittens in this song lose something that begins with the sound for *m*. Invite children to listen as you play "The Three Little Kittens" on Tape 4A.

Have children:

- Listen for the "m" word that the kittens lost: *mittens*.
- Sing along as you play "The Three Little Kittens."
- Pantomime the kittens and the mother cat as they sing along.
- Listen for other words that begin with the same sound as *mittens*: *Mother*, and *meow*.

Developing Print Concepts

Display the chart for "The Three Little Kittens." Point to the words as you read the song aloud.

Have children:

- Read with you the song title: "The Three Little Kittens."
- Find a word in the title that rhymes with *mittens*: *Kittens*.

Demonstrate how to form the letters *M* and *m* on the chalkboard.

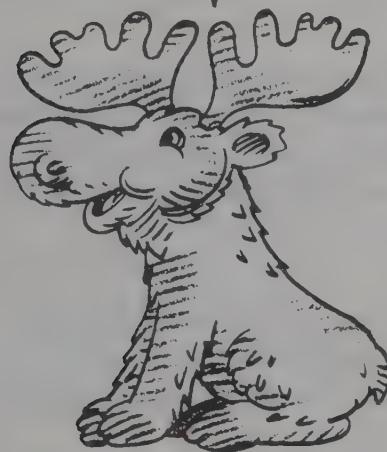
Help children:

- Find the letters *M* and *m* in words on the chart for “The Three Little Kittens.”
- Find other pairs of rhyming words in the song.
- Find the words *Mother* and *meow* and say the words several times, listening for the beginning sound.
- Find the letters *M* and *m* in classroom signs.

Play “The Three Little Kittens” once again.

Reinforcing the Letter *M*

I know this game. My friends and I call it Moose-ical Chairs.



Language Experiences: Playing a Game

Have children describe what is happening in the illustration on page 13. Then teach children how to play “Musical Chairs” using the directions on page 13A and the Game Tape (Side A).

Play the contemporary version of the ABC Song on Tape 4A to signal the end of play.

Whole Language Experiences for "The Three Little Kittens"

Children trace letters to become familiar with their forms and label items to associate pictures with words. (Print Awareness)

Listening to selected songs helps children distinguish sounds. (Phonemic Awareness)

Children use alternate writing methods to model letter forms. (Print Awareness)

Matching sentences strips to text helps children become aware of language patterns. (Print Awareness)

M Is for Mitten

Display the "The Three Little Kittens" chart. Have children use markers to trace the letters *M/m* in the words of the song. Place an *M/m* chart beside the song chart. Have children illustrate the song on the *M/m* chart and label the items they draw: kittens, mittens, Mom, pie.

Let's Listen

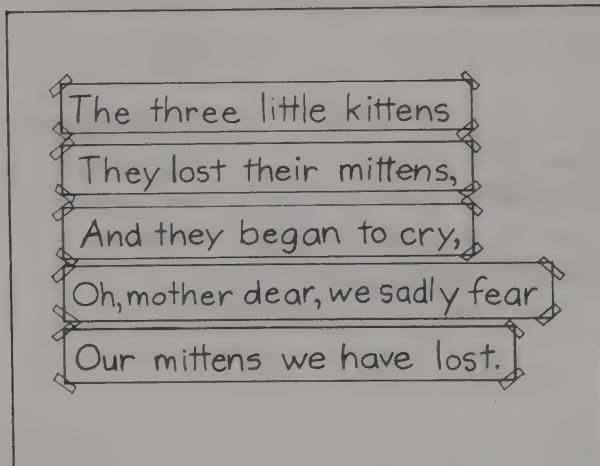
Encourage children to listen to "The Three Little Kittens" on Tape 4A. Suggest also that they listen to "The Bear Went Over the Mountain" and "The Muffin Man" (from *If You're Happy and You Know It*, Volumes 1 and 2, respectively) to listen for other words that begin with the *m* sound.

Macaroni M's

Provide children with paper mitten, uncooked macaroni, and glue. Have children use the glue to write the letters *M* and *m* on their mittens. Then have children glue the macaroni onto the *m*'s. String the mittens up around the room as if they are hanging on a line to dry. Some children may wish also to make their own *M* crowns.

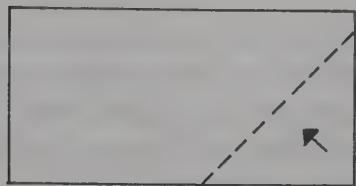
Matching the Song

Provide pairs of children with sentence strips matching the words on "The Three Little Kittens" chart. Place chart paper beside "The Three Little Kittens" chart and have children reconstruct each verse, as shown with the first verse here, by taping their sentence strips onto the paper.

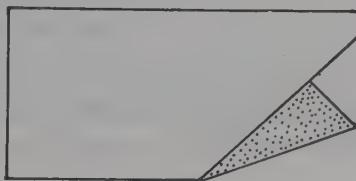


Children follow directions to make kitten masks. (*Auditory Discrimination*)

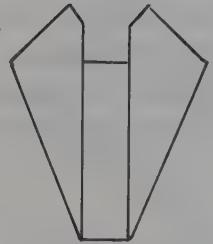
1.



2.



3.



4.



Kitten Masks

Have children say *mask*, listening for the beginning sound. Then invite children to make kitten masks. Distribute a 7 inch by 14 inch sheet of paper to each child. Demonstrate for children how to fold the paper to make a "Kitten Mask." Some children may require assistance in folding the masks.

1. Create a fold line by bringing the lower right corner up so that the right side edge lies parallel to and about an inch below the top edge. Crease sharply and open.
2. Then bring the lower right corner up so that the lower edge rests against the fold line you created. Crease sharply.
3. Continue making the cat's ear by folding this triangular flap up and over on itself two more times. Repeat steps 1-3 with the left bottom corner.
4. Turn the figure over and have children draw cat faces on their masks. You might also consider cutting out the eyes of the masks for children. In this way, children can see when the masks are held in front of their faces.

Children engage in oral language to plan and execute hand puppets. (*Language Experiences/Art Experiences*)

Children use class-made props to re-enact a song. (*Creative Play*)

Kitten Mittens

Invite children to make kitten hand puppets from old pairs of mittens. Work with children to generate ideas on how the hand puppets should be constructed. Children might suggest making kitten heads out of circles and triangles of construction paper and drawing on the faces with markers. The kittens, in turn, are then glued onto the mittens.

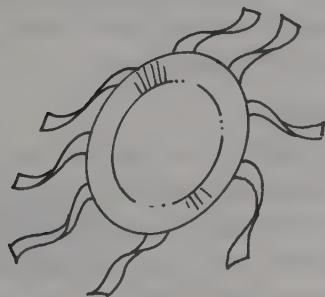
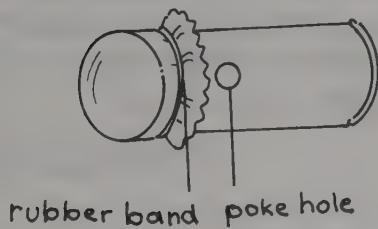
Dramatizing "The Three Little Kittens"

Invite groups of four children to dramatize the song "The Three Little Kittens" using their Kitten Masks or their Kitten Mittens.

Whole Language Experiences for “Musical Chairs”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children use a variety of materials to create their own musical instruments. (*Art Experiences*)



Read with Mortimer Moose

Have children work with partners (including Mortimer) to look through copies of the Little Game Books. Encourage children to name letters they know and to look for words that begin with the letters *A* through *M*. Children may also follow along as they listen to recordings of books in the Reading Corner or browse through the books in the Reading Corner on their own.

Making Musical Instruments

Most children love music and even “playing” musical instruments. However, nothing is more gratifying than making and playing your own musical instruments. Invite children to make one or more of the following musical instruments to form a classroom band.

Kazoos

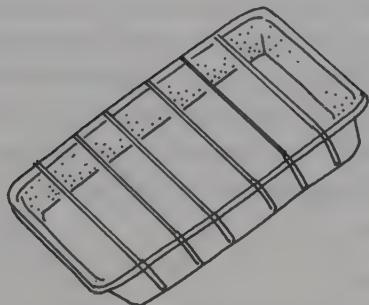
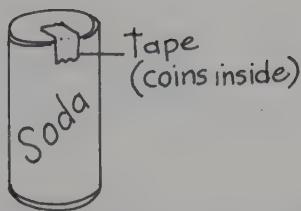
Place a piece of wax paper over the end of an empty paper towel roll or toilet paper roll and secure it into place with a rubber band. Punch a small hole into the tube about an inch from the wax paper end. Children can play the kazoo by humming into the open end.

Tambourines

Make a simple tambourine by gluing together two paper plates, facing sides together, with pinto beans inside. Children may then decorate the tambourines by attaching strips of colored paper or streamers to the instruments.

Cymbals

Aluminum pie plates make suitable, not-so-loud cymbals. Attach a piece of elastic to each cymbal as handles. Finger cymbals can also be made by attaching loops of elastic to bottle tops.



Shakers

Any container that can be filled with dried beans, pebbles, or pennies and then resealed makes a great musical shaker. Try five pennies in an aluminum soda can and tape over the opening. The noise is terrific.

Zithers

A simple zither can be made from a baking pan and rubber bands of various widths and sizes. Stretch the rubber bands around the pan from smallest (thinnest) to largest (widest). Rubber band zithers are then strummed with the fingers.

Drums

Hands pounding on a table top or on a turned over empty box produce a drumming sound. However, you can make a simple drum from an empty coffee can, heavy plastic wrap, and a rubber band. Stretch the plastic wrap over the open end of the coffee can and secure with a rubber band. Wooden spoons or unsharpened pencils can serve as drumsticks.

Making Music

Now that children have their own instruments, encourage them to sing some of their favorite songs from the ABC Club, complete with musical accompaniment.

Accompanying “Musical Chairs”

Use the musical instruments to play “Musical Chairs” with a live band. You will need a “conductor” and two or more children in “the band.” The conductor’s job is to signal the band as to when they should start and stop playing music. The band’s job, in turn, is to signal the children playing the game as to when they should start and stop marching. Rotate marchers and musicians after each game so that all children have a chance to play their instruments.

Children work together as they form a band to accompany play. (*Cooperative Learning*)

Letters and Sounds

ALPHA-RHYME "M" CARDS

Have children find the Alpha-Rhyme cards that begin with the sound for *m* (*man, mail, men, mop, mug*) and their rhyming cards. Have children arrange the cards by sets and note the common graphemic base in each set. Pronounce each base for children, and have them repeat it. Then have children add the beginning sounds to read the words.

END SOUNDS

Have children tell if the sound for *m* appears at the beginning or end of each of the following words: mask, room, music, mittens, gym, broom, milk, and ice cream. Make picture cards for words that begin or end with the sound for *m*, and have children group the pictures accordingly.

SOUND TIME

Using the Alpha-Rhyme cards, have groups of children play "Sound Time." (See the Appendix for directions.)

MORTIMER'S LETTER RACE

Invite groups of children to play the long version of Mortimer's Letter Race. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Concluding the Lesson

Do you know what happens when I drink milk? I get a white moose-tache.



Match the Song

Continue to play "Match the Song" with children to help them develop print awareness. As children become more proficient at matching the song, cut the sentence strips into phrases, and finally into individual word cards.

Invite children to:

- Share their favorite *M* activity with the class.
- Display their *M* artwork.
- Share their favorite musical instrument.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "M" stickers, and have children add them to their "My Own ABC Book."
- Enjoy "M" snacks such as marmalade on crackers and mugs of milk.
- Share with children one or more of the many filmstrips listed under Recordings and Visuals.

N

I Had a Little Nut Tree (song)

Newspaper Race (game)

Focus:

- Listen to the song "I Had a Little Nut Tree"
- Play "Newspaper Race"
- Recognize the letters *N, n*
- Develop Print Concepts

Books for the Reading Corner

Brown, M.W. *The Noisy Book*. Harper, 1939.

* Mayer, Mercer. *There's a Nightmare in My Closet*. Dial, 1976.

Moncure, Jane B. *My "N" Sound Box*. Child's World, 1979.

Rice, Eve. *New Blue Shoes*. Macmillan, 1975.

* Wells, Rosemary. *Noisy Nora*. Dial, 1973.

* Wood, Audrey. *The Napping House*. Illustrated by Don Wood. Harcourt, 1984.

* Available as Read-Alongs

Recordings and Visuals

"Let's Make Some Noise" (from *Everything Grows* by Raffi).

"The Napping House" (from *The Napping House and Other Stories* is performed as a song on this cassette from Caedmon, 1987).

The Napping House (Sound filmstrip from Weston Woods).

Noisy Nora (Sound filmstrip from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 4A
- Crown *N*
- Chart for "I Had a Little Nut Tree"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Moose Match-Up

And the good news is: we've learned half the alphabet!



Play the traditional ABC Song on Tape 4A as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter N

What did the nut say when it grew up? (Gee, I'm a tree!)



Place the *N* crown on Mortimer's head and identify the letter *N* for children. Tell children that the letter *N* comes after *M* in the alphabet. Recite the letters *A* through *N* with children. Explain that the letter *N* stands for the sound at the beginning of the word *nut*.

Have children:

- Say *nut* several times, listening for the beginning sound.
- Note that most nuts grow on trees. (Peanuts grow underground.)
- Name different kinds of nuts. (walnuts, chestnuts, pecans, and so on)

Responding to Music

Tell children that the next song they will listen to is "I Had a Little Nut Tree." Invite children to listen as you play this song on Tape 4A.

Have children:

- Listen for the word *nut* as you play "I Had a Little Nut Tree."
- Sing along as you play "I Had a Little Nut Tree."
- Listen for other words that begin with the same sound as *nut*: *nothing* and *nutmeg*.
- Perform a finger play while singing along with the tape.

Line 1: Raise hands over head for tree.

Line 2: Lower hands, shake head no.

Lines 3-4: Make fist for nutmeg; make fist for pear.

Lines 5-6: Join hands in circle atop head for crown.

Lines 7-8: Raise arms for tree again.

Developing Print Concepts

Display the chart for "I Had a Little Nut Tree." Point to the words as you read the song aloud.

Reinforcing the Letter *N*

Have children:

- Read with you the title: "I Had a Little Nut Tree."
- Discuss why the nut tree is special. (A silver nutmeg and a gold pear are valuable. This tree is even more valuable since nut trees usually grow just nuts.)

Demonstrate how to form the letters *N* and *n* on the chalkboard.

Help children:

- Find the letters *N* and *n* in words on the chart for "I Had a Little Nut Tree."
- Find the words *Nothing* and *nutmeg* and say the words several times, listening for the beginning sound.
- Find the letters *N* and *n* in classroom signs.

Play "I Had a Little Nut Tree" once again.

Display page 14 of the Flip Book. Tell children that the game for *N* is "Newspaper Race."

Have children:

- Identify the letters *N* and *n*.
- Say *newspaper* several times, listening for the beginning sound.

Read the verse printed on page 14 for children.

Have children:

- Find the words that begin with the letter and sound for *n*: *Nancy, Norman, news*, and *next*.
- Follow along as you reread the verse once again.

Have children speculate about how the game is played from the illustration. Then teach children how to play "Newspaper Race" using the directions on page 14A.

Language Experiences: Playing a Game

Play the contemporary version of the ABC Song on Tape 4A to signal the end of play.

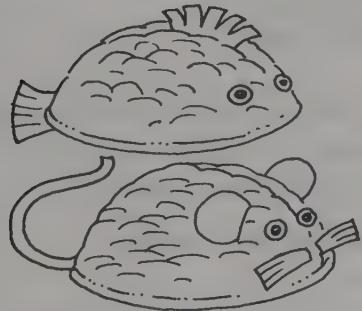
Whole Language Experiences for "I Had a Little Nut Tree"

Children trace letters to become familiar with their forms and label items to associate pictures with words. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness/Phonemic Awareness*)

Children work together to make walnut-shell animals. (*Cooperative Learning/Art Experiences*)



Children share their knowledge of trees and tree products. (*Science Link*)

***N* Is for Nut Tree**

Display the "I Had a Little Nut Tree" chart. Have children use markers to trace the letters *N/n* in the title and the words of the song. Place an *N/n* chart beside the song chart. Have children illustrate the song on the *N/n* chart and label the drawings: nut tree, nutmeg, pear, king, daughter.

Let's Listen

Encourage children to listen to "I Had a Little Nut Tree" on Tape 4A. Suggest also that they listen to "Let's Make Some Noise" (from *Everything Grows*) and "The Napping House" (from *The Napping House and Other Stories*) for other words that begin with the same sound as *nut*.

***N*'s on Nuts**

Provide children with walnut shell stencils, paper, scissors, and colored markers. Have them cut out nut shapes and write the letters *N* and *n* on the nuts. Some children may also wish to make *N* crowns.

Animals in a Nut Shell

Invite children to experiment with walnut shells by making **walnut shell animals**. You will need walnut-shell halves, colored paper, scissors, and glue. A whale and mouse are shown here. Challenge children to work with partners to make other animals for a classroom zoo.

(Note: Construction paper shells may be used in lieu of walnut-shell halves for one-dimensional creations.)

How Trees Are Special

Tell children that although the "little nut tree" is special, it is also like other trees in several ways. Discuss, draw, and label the parts of a tree: roots, trunk, branches, leaves.

Explain that in addition to fruit and nuts, trees give us many things. Help children name products such as maple syrup, rubber, spices, furniture, lumber, cork, paper, and medicine. Have children work together to create a bulletin board or to arrange a table display of things we get from trees.

Children work together to make nut trees. (*Cooperative Learning*)

Nut Trees

If you live in an area where children are likely to find a variety of nuts along a park or woodland path, children will enjoy searching for their own nuts to make one of the nut trees described below. If "wild" nuts are not readily found in your area, store-bought nuts may be substituted.

1. Have children work in small groups to draw a tree, with branches, on poster paper. Have children then glue the nuts they gathered, or store-bought nuts, onto the tree's branches.



2. Roll a sturdy sheet of paper into a cone shape and tape. Trim the base of the cone so that it stands evenly on a flat surface. Have children glue nuts onto the cone to make a nut tree.



Nutty Butter

Children will enjoy making "nutty butter," better known as peanut butter, with the following recipe for electric blenders from the Georgia Peanut Commission.

1 cup roasted, shelled (and skinned) peanuts
1 1/2 teaspoons peanut oil
1/4 teaspoon salt (omit if salted peanuts are used)

Help children measure and add the ingredients listed above into an electric blender. Blend the ingredients for three to four minutes. You may need to stop the blender once or twice and use a rubber spatula to scrape down the sides of the container. To make "Chunky Nutty Butter" add a 1/4 cup of chopped roasted peanuts to the finished mixture. The recipe makes 1/2 cup smooth peanut butter or 3/4 cup chunky peanut butter. If you wish to make more, make additional batches instead of doubling the recipe. Serve the "Nutty Butter" on crackers for snack.

Children use measurement and sequence as they engage in cooking. (*Math Link*)

Whole Language Experiences for “Newspaper Race”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children explore newspapers and share what they know about them. (*Social Studies Link*)

Children engage in functional writing to plan and execute a school newspaper. (*Print Awareness*)

Read with Mortimer Moose

Have children work with partners or in small groups (including Mortimer) to look through copies of the Little Game Books. Encourage children to name letters they know and to look for words that begin with the letters *A* through *N*. Children may also follow along as they listen to recordings of books in the Reading Corner or browse through the books in the Reading Corner on their own.

What's in a Newspaper?

Display several newspapers, and invite children to tell what they know about newspapers. Make sure children understand that a newspaper provides different kinds of information. Limit the discussion to items that might be of special interest to children: local (national and world) news, weather, comics, television and movie schedules, events around town, sports.

Post the News

Help children make a poster-sized school newspaper. Work with children to write a letter to be sent to other classrooms in the school. The letter should explain what your class is planning to do and ask other classes to tell what they are presently doing. Once the letters are answered, help children summarize the information to make their own newspaper. Have children write or dictate their reports. For example:

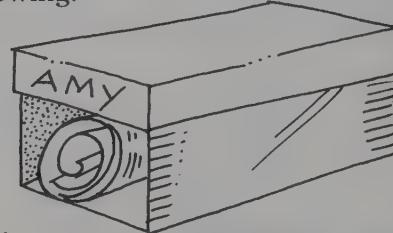
Mrs. Smith's class made nut shell animals.
Ms. Lopez's class is reading *The Napping House*.
Mr. Kim's class has a new hamster named Nora.
Ms. Zwick's class has a display of tree products.

Encourage children to illustrate various news events. Then work with children to paste the news onto the poster(s). Display the poster newspaper(s) in a central location or hallway to be shared by all.

A News Drop

Even if your children have their own cubbyholes or lockers, consider making a “Class News Drop,” a variation of a class post office.

Provide each child with a lidded shoe box that has been cut open at one end. Have children label their shoe boxes with their names. Stack the boxes to create a pigeonhole “news station,” or line them up along a windowsill or shelf top, with the names showing.



Who's in the News?

Make the job of delivering the news a classroom duty to be rotated among children. Work with children to create a chart that identifies the “news person of the day.”

Depending on the abilities of your class, children may wish to work in groups of five to decide who will deliver the news for each given day in a week. The news person of the day can deliver parent letters, artwork that is ready to go home, and other class news or notices by matching the names on the “news” with the names on the shoe boxes.

Name It

Point out to children that all things, including people, have names. Have children say the word *name* several times, listening for the beginning sound. Then work with children to name and label various items in the classroom. This activity should go beyond the basic labeling of classroom items. Pick a place in the room and cover it with labels! For example, in a class kitchen you might label: sink, counter, dish, cupboard, fork, spoon, cup, glass, pot, pan, towel, refrigerator, oven, table, chairs, individual food items, and so on.

The area might be unusable for a day or two, but the challenge of finding additional items to label within a space helps to develop oral vocabulary as well as print awareness.

Children work together to create a class schedule for delivering the news.
(*Cooperative Learning*)

Labeling items helps children realize that everything has a name. (*Print Awareness*)

Letters and Sounds

END SOUNDS

Have children tell if the sound for *n* appears at the beginning or end of each of the following words: news, pan, nuts, needle, bun, pin, nest, and can. Make picture cards for words that begin or end with the sound for *n*, and have children group the pictures accordingly.

MEMORY

Using the Alpha-Rhyme cards, have children play "Memory." (See the Appendix for directions.) Since only two cards for each graphemic base are used in playing "Memory," two sets of children may play the game at the same time.

MOOSE MATCH-UP

Put out the sound boards and markers for Moose Match-Up (Letter). Have children who already know most of the letters of the alphabet play the game. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Name It

Continue to play "Name It" to develop oral vocabulary and print awareness. Once children have labeled various areas in the classroom, invite them to label items seen in pictures from magazines. You might paste the magazine picture on a sheet of poster paper, write the labels on the poster, and draw lines to the corresponding items.

Concluding the Lesson

Don't forget to check the "Class News Drop" for things to take home.



Invite children to:

- Share their favorite *N* activity with the class.
- Display their *N* artwork.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "N" stickers, and have children add them to their "My Own ABC Book."
- Play one of the relay races suggested on page 14A of the Flip Book.
- Enjoy "Nutty Butter" on crackers or other "N" snacks such as nuts or nectarines.
- Share with children the sound filmstrip *The Napping House* or *Noisy Nora*.



Over in the Meadow (song)

Old MacDonald (game)

Focus:

- Listen to the song “Over in the Meadow”
- Play “Old MacDonald”
- Recognize the letters *O, o*
- Develop Print Concepts

Books for the Reading Corner

Child, Lydia M. *Over the River and Through the Wood*. Putman, 1974.

Galdone, Paul. *Over in the Meadow*. Simon & Schuster, 1986.

* Langstall, John. *Over in the Meadow*. Harcourt, 1967.

Moncure, Jane B. *Short O and Long O Play a Game*. Child’s World, 1979.

Pearson, Tracey C. *Old MacDonald Had a Farm*. Dial, 1984.

Rounds, Glen. *Old MacDonald Had a Farm*. Holiday House, 1989.

* Turkle, Burton. *Obadiah the Bold*. Viking, 1965.

* Wadsworth, Olive. *Over in the Meadow*. Illustrated by Ezra Jack Keats. Scholastic, 1985.

Wasmuth, Eleanor. *The Old Woman in the Shoe*. Simon & Schuster, 1986.

* Available as Read-Alongs

Recordings and Visuals

“This Old Man” (from *Special Delivery* by Fred Penner).

“Old King Cole” (from Sharon, Lois, & Bram’s *Mainly Mother Goose*).

Obadiah the Bold (Sound filmstrip from Live Oak Media and Random House).

Over in the Meadow, by John Langstall (Sound filmstrip from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 4B and Game Tape
- Crown O
- Chart for “Over in the Meadow”
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Moose Match-Up

What does Old MacDonald call his farm? (E-I-E-I-O)



Play the traditional ABC Song on Tape 4B as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter O

Place the O crown on Mortimer's head and identify the letter for children. Point out the letter *O* on page 27 of the Flip Book. Then have children recite the letters *A* through *O* with you. Tell children that the letter *O* stands for the sound they hear at the beginning of the word *Over*.

Have children:

- Say the word *Over* several times, listening for the beginning sound.
- Name items in the room that are over other items.
- Discuss the word *over* as meaning “above” and as naming a place, as in the phrases *over there* or *over in the corner*.

Responding to Music

A meadow has tall grass and, sometimes, flowers. I love eating meadow grass.



Developing Print Concepts

Display the chart for “Over in the Meadow.” Point to the words as you read the song aloud.

Have children:

- Read with you the title: “Over in the Meadow.”
- Find the word *Over* in the title.

Demonstrate how to form the letters *O* and *o* on the chalkboard.

Help children:

- Notice that capital *O* and small *o* are written the same way except that small *o* is smaller.
- Find the letters *O* and *o* in words on the chart for “Over in the Meadow.”
- Find the letters *O* and *o* in classroom signs.
- Find repeated phrases such as “in the sand” and “the sun.”

Play “Over in the Meadow” once again.

Reinforcing the Letter *O*

Display page 15 of the Flip Book. Tell children that the game for the letter *O* is “Old MacDonald.” Have children familiar with the song or the game share their knowledge of “Old MacDonald.”

Have children:

- Identify the letters *O* and *o*.
- Say the words *old* and *over* several times, noting that both words begin with the same sound.

Tell children that the words on page 15 are the words for the first verse of “Old MacDonald.” Invite children to read the verse with you.

Have children:

- Find the word *Old* in the title.
- Find the word *Old* twice in the verse.

Play “Old MacDonald” on the Game Tape (Side B), and invite children to sing along. Then teach children how to play “Old MacDonald” using the directions on page 15A.

Language Experiences: Playing a Game

Play the contemporary version of the ABC Song on Tape 4B to signal the end of play.



Whole Language Experiences for “Over in the Meadow”

Tracing and writing letters help children become familiar with their forms. (*Print Awareness*)

Listening to counting songs helps children reinforce math concepts. (*Math Link*)

Charting children’s responses helps them organize ideas and note relationships. (*Print Awareness*)

Ringing the Chart with O’s

Display the “Over in the Meadow” chart. Provide children with colored markers to trace over the letters *O* and *o* in the title and the words of the song. Distribute scissors and magazines. Have children find and cut out capital *O*’s and small *o*’s and tape them to the chart. Children may also illustrate the song on a chart labeled *O/o*. Encourage children to label the items they draw: meadow, sand, sun, mother frog, little frog.

Let’s Listen

Encourage children to listen to “Over in the Meadow” on Tape 4B. You may also want to suggest that they listen to another counting song “This Old Man” (from *Special Delivery*).

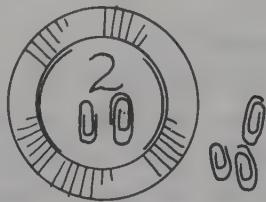
Animal Sounds

Remind children that the mother animals in the song tell their little ones to make certain animal sounds. Play the song “Over in the Meadow” once again, pausing the tape after each verse to record for children on chart paper the animal name and the sound it makes. Your chart should read:

Animal Name	Sound it Makes
frog	croak
fish	gurgle
owl	hoot
squirrel	chatter
bee	buzz
bird	tweet
duck	quack
snake	hiss
cricket	chirp
mouse	squeak

Read through the list with children and have them imitate the animal sounds.

Children count out items to demonstrate an understanding of numeral-number correspondence. (*Math Link*)



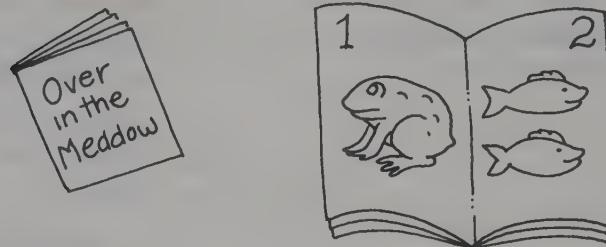
Children apply math skills as they create their own counting books. (*Print Awareness/Math Link*)

How Many Is Ten?

Place ten empty paper plates along a windowsill. Number the plates with the numerals *1* to *10*. Work with children to count out some objects, such as markers or paper clips, and place the corresponding number of objects into each plate. Have children repeat the procedure in pairs. Once children have become proficient at counting out the correct number of items into each plate, change the order of the plates to encourage children to “read” the numerals.

“Over in the Meadow” Counting Books

Have children use the Animal Name and Sound chart from the Animal Sounds activity as an outline to make their own “Over in the Meadow” Counting Books. Provide each child with three sheets of drawing paper which have been folded and stapled along the fold. Help children print the title “Over in the Meadow” on the cover of their books and label the pages with the numerals *1* to *10*. Tell children to illustrate the pages with the appropriate number of animals named on the Animal Sounds chart. You might wish to number the animals on the chart to guide children.



Comparing Books

Borrow the *Over in the Meadow* book(s) from the Reading Corner. Invite children to read each book with you. Then encourage children to compare each book with the counting books they made. Ask questions such as: “Which animals appear in both books?” “Which animals are different?” “What rhymes are the same? different?” Discuss also with children what it is the mother animal tells her little one(s) to do. For example, a mother bird might tell her little ones to “fly” instead of “tweet.” Children may want to add a third column to their Animal Sounds chart: *What it Does*. Work with children to complete this third column.

Children engage in oral language to compare books. (*Language Experiences*)

Whole Language Experiences for “Old MacDonald”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Children use alternate writing methods to model letter forms. (*Print Awareness*)

Charting children’s responses helps them organize ideas and note relationships. (*Print Awareness*)

Read with Mortimer Moose

Invite children to work with partners or in small groups (including Mortimer) to look through copies of the Little Game Books. Encourage children to look for the letters A through O as they read. Children may also follow along as they listen to recordings of other books in the Reading Corner or browse through the books in the Reading Corner on their own.

Let’s Listen

Suggest that children listen to and sing along with “Old MacDonald” on the Game Tape. You might also suggest that children listen to “Old King Cole” (from *Mainly Mother Goose*) to listen for other words that begin with or contain /ō/.

Oatmeal O’s

Have children write, with glue, the letters O/o on paper. Then have children sprinkle oatmeal flakes over the glue to make oatmeal o’s. Have children say the word *oatmeal* several times, listening for the beginning sound. Some children may enjoy making their own O crowns, using Mortimer’s crown as a model.

On the Farm

Remind children that they learned about farms after playing “Farmer in the Dell.” Recall with children some of the things they learned about farms. (See the Whole Language Experiences for “Farmer in the Dell” in Letter Plan F.) Tell children that they will now learn about some of the animals on a farm. Play the song “Old MacDonald” once again, pausing the Game Tape after each verse to record for children on chart paper the animal name and the sound it makes. Your chart should read:

<i>Farm Animal</i>	<i>Sound it Makes</i>
cow	moo
pig	oink
duck	quack
horse	neigh
donkey	hee-haw
chicken	cluck

Children explore books to name additional farm animals. (*Social Studies Link*)

Sharing “Old MacDonald” Books

Borrow the *Old MacDonald Had a Farm* book(s) from the Reading Corner. Share the book(s) with children. Then review the book(s) with children to find additional animals that live on farms. Add these animals to the Farm Animals chart, along with the sounds they make. Additional animals might include:

Farm Animal	Sound it Makes
goat	maa
lamb	baa
goose	honk
rooster	cock-a-doodle-doo
dog	bow-wow
cat	meow

Upon completion of the chart, help children create a third column, *What it Does*, as in the Animal Sounds chart created in the Whole Language Experiences for “Over in the Meadow.”

Children engage in oral language to play a word game. (*Language Experiences*)

Same and Different

Remind children that after playing the game “Go, Stop” they talked about opposites, or words that have different meanings, such as *go* and *stop*. Display the word *over*, and ask children to name an opposite for it (*under*). Repeat the procedure for the word *open* (*close*). Then ask children if they can name a word that means the same, or almost the same thing, as *over* (*above*).

Once children grasp the concept of “same” and “different” for word meanings, invite them to play the circle game by the same name. Begin by calling out a word, such as *hot*. The first child in the circle then names a word different in meaning from *hot*, perhaps *cold*. That child then says a new word to the next child in the circle, for example *run*. The next child supplies an opposite or, if unable to think of an opposite, calls out “same” and responds with a word similar in meaning, such as *jog*. The game continues in this manner. If a child responds incorrectly, the game continues with the next child supplying a “same” or “different” word.

Letters and Sounds

PUZZLE WORDS

Have children work in pairs to take apart and assemble an alphabet puzzle. Then provide children with word cards for *open*, *old*, and *over*. Have children work with their partners to construct the words from the alphabet puzzle pieces.

GO FISH

Using the Alpha-Rhyme cards, teach small groups of children how to play "Go Fish." (See the Appendix for directions.)

MOOSE MATCH-UP

Most children will now be familiar with the letters of the alphabet. Invite a group of children to play Moose Match-Up (Beginning-sound). (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Same and Different

Invite children to play "Same and Different" to help foster oral language and develop vocabulary skills. As new opposites and synonyms are learned you might wish to list them on chart paper and review them periodically with children. Encourage children to add word pairs they particularly like to their word cans.

Concluding the Lesson

Let's all count from one to ten.

Invite children to:

- Share their favorite *O* activity with the class.
- Display their *O* artwork.
- Share a favorite book from the Reading Corner.
- Share their "Over in the Meadow" Counting Books.

Help children celebrate their success:

- Award "O" stickers, and have children add them to their "My Own ABC Book."
- Enjoy "O" snacks such as oatmeal cookies, orange slices, and o-shaped cereal.
- Share the filmstrip *Obadiah the Bold* or *Over in the Meadow* with children.



P

Pawpaw Patch (song)

Pin the Tail on the Donkey (game)

Focus:

- Listen to the song "Pawpaw Patch"
- Play "Pin the Tail on the Donkey"
- Recognize the letters *P, p*
- Develop Print Concepts

Books for the Reading Corner

- * Blegvad, Erik. *The Three Little Pigs*. Atheneum, 1980.
- dePaola, Tomie. *The Popcorn Book*. Holiday House, 1978.
- * Galdone, Paul. *The Three Little Pigs*. Clarion, 1984.
- * Keats, Ezra Jack. *Pet Show!* Macmillan, 1972.
- * Keats, Ezra Jack. *Peter's Chair*. Harper, 1967.
- Leedy, Loreen. *Pingo the Plaid Panda*. Holiday House, 1989.
- Moncure, Jane B. *My "P" Sound Box*. Child's World, 1978.
- * Potter, Beatrix. *The Pie and the Patty-Pan*. Warne, 1905.
- Wasmuth, Eleanor. *This Little Pig*. Simon & Schuster, 1986.

* Available as Read-Alongs

Recordings and Visuals

"Pease Porridge," "Peter, Peter, Pumpkin Eater," "Polly Put the Kettle On," and "Pop Goes the Weasel" (from Sharon, Lois, & Bram's *Mainly Mother Goose*).

The Three Little Pigs, by Erik Blegvad, and *Peter's Chair* (Filmstrips, 16mm films, and videos from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 4B
- Crown *P*
- Chart for "Pawpaw Patch"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Mortimer's Letter Race

What letter of the alphabet is a vegetable? ("P")



Play the traditional ABC Song on Tape 4B as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter *P*

Place the *P* crown on Mortimer's head, and identify the letter for children. Tell children that *P* is the letter that comes after *O* in the alphabet. Recite with children the letters *A* through *P*. Tell children that the letter *P* stands for the sound heard at the beginning of the word *Pawpaw*. Explain that a pawpaw is a fruit that looks like a short, thick banana and grows on a pawpaw tree, and that a group of pawpaw trees is sometimes called a *patch*.

Have children:

- Say *Pawpaw* several times, listening for the beginning sound.
- Say the words *Pawpaw* and *patch* several times, noting that the words begin with the same sound.

Responding to Music

Tell children that the next song they will listen to is "Pawpaw Patch." Invite children to listen as you play "Pawpaw Patch" on Tape 4B.

Have children:

- Sing along as you play "Pawpaw Patch" again.
- Dramatize the song "Pawpaw Patch" as they sing along with the tape.
- Listen for other words that begin with the sound for *p*: *Picking, put, pocket*.

Developing Print Concepts

There are a lot of "P" words in this song. Let's count them.



Display the chart for "Pawpaw Patch." Read the song aloud, pointing to the words as you do so.

Have children:

- Read with you the song title: "Pawpaw Patch."
- Frame the words *Pawpaw* and *Patch* in the title.
- Frame the initial capital *P*'s in each word of the title.

Demonstrate how to form the letters *P* and *p* on the chalkboard.

Help children:

- Find the letters *P* and *p* in words on the chart for “Pawpaw Patch.”
- Note that *Pawpaw* and *pawpaw* are the same word.
- Note that *Patch* and *patch* are the same word.
- Note that the first three lines of the song match each other, word for word.
- Identify the words *Picking*, *put*, and *pocket*.

Play “Pawpaw Patch” once again.

Reinforcing the Letter *P*

Display page 16 of the Flip Book. Tell children that the game for the letter *P* is “Pin the Tail on the Donkey.” Invite children who have played the game to share their experiences.

Have children:

- Identify the letters *P* and *p*.
- Find the word *Pin* in the game title.
- Say the word *Pin* several times, listening for the beginning sound.

Read the verse printed on page 16 for children.

Have children:

- Find the word *pin* in the verse.
- Frame other words that begin with *p*: *poor*, *put*, and *please*.
- Say the words *poor*, *put*, and *please*, listening for the beginning sounds.

Language Experiences: Playing a Game

Invite children to play “Pin the Tail on the Donkey.” (See the directions on page 16A.)

Play the contemporary version of the ABC Song on Tape 4B to signal the end of play.

Whole Language Experiences for “Pawpaw Patch”

Tracing and writing letters help children become familiar with their forms. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness/Phonemic Awareness*)

Children follow oral directions to play a singing game. (*Language Experiences*)

P Is for Pawpaw

Display the “Pawpaw Patch” chart. Have children use colored markers to trace over the letters *P* and *p* in the title and in the words of the song. Invite children to create a border around the words of the chart by writing *P*’s and *p*’s.

Let’s Listen

Encourage children to listen to “Pawpaw Patch” on Tape 4B. You may also suggest that they listen to “Pease Porridge,” “Peter, Peter, Pumpkin Eater,” “Polly Put the Kettle On,” and “Pop Goes the Weasel” (from *Mainly Mother Goose*) to listen for other words that begin with the sound for *p*.

Pocket *P*’s

Provide children with construction paper, markers, scissors, and old magazines. Have children fold the paper in half and staple the open edges along the side together to make paper pockets. Have children label their pockets *P/p*. Then have them cut from the magazines, pictures of things that begin with the sound for *p* to put in their pockets.

Pickin’ Up Pawpaws

Have children recall that many songs are singing games. Recall some of these songs with children. (“Bingo,” “Punchinello, Funny Fellow,” “Farmer in the Dell,” “Jim Along, Josie,” “London Bridge,” and “Old MacDonald.”) Explain that “Pawpaw Patch” is also a singing game. Then teach children to play the singing game “Pawpaw Patch” using the following directions:

Verse 1: Children form a circle and close their eyes while one player skips off and hides.

Verse 2: The children skip off to find “Sally.” Typically, this verse is repeated until “Sally” is found.

Verse 3: Children stop their search to pick up pawpaws and put them in their pockets.

Verse 4: The children link hands around “Sally” and return to their starting place.

Children work together to identify and duplicate patterns in the classroom. (*Math Link/Cooperative Learning*)

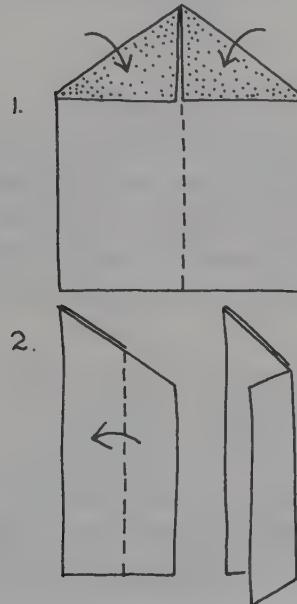
Patterns, Patterns, Patterns

Using the chart for "Pawpaw Patch," help children note the pattern of the verse. Mark the pattern by taping red squares to the first three lines and a blue square to the last line. Have children work in pairs to listen to "Pawpaw Patch" on Tape 4B and arrange red and blue squares to show the pattern they hear.

Encourage children to note other patterns in the classroom: patterns in wallpaper, in floor tiles, on clothing, among the arrangement of furniture in the room, and so on. Invite children to duplicate the patterns using blocks or beads.

Pattern Paper Planes

Have children draw their own patterns on 8 1/2 x 11 paper. Then demonstrate how to fold the patterns to make paper planes:



Children fly paper airplanes to record their distances.

(*Science Link/Math Link*)

1. Create a center line by folding, and then unfolding, the paper vertically. Bring the two upper corners down to the center fold. Then fold the plane in half.
2. Fold back the top vertical edge to meet the center fold. Turn the plane over and repeat for the other side. Weigh down the "nose" of the plane with a paper clip.

Have children fly the planes indoors and record the distances. Then fly the planes outside, and compare the flight distances with children. Discuss how the wind helps keep the planes aloft for longer distances.

In My Pocket

Invite children to play the circle game "In My Pocket." Explain that in this game, each player must name a word that begins with the sound for *p*, without saying a word that has been suggested by another player. Begin by saying "I have a pencil in my pocket." The first child in the circle might then respond with the words "I have a peanut in my pocket." If a child supplies a word that does not begin with the sound for *p* or cannot think of a word, that child is out of the game. Play continues until one child is remaining in the circle.

Children name items that begin with specific sounds to play a circle game. (*Phonemic Awareness*)

Whole Language Experiences for “Pin the Tail on the Donkey”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children work together to plan and execute a party. (*Cooperative Learning*)

Children engage in functional writing. (*Print Awareness*)

Read with Mortimer Moose

Have children work in pairs (including Mortimer) to look through copies of the Little Game Books. Encourage children to name letters they know and to look for words that begin with the letters *A* through *P*. Children may also follow along as they listen to recordings of books in the Reading Corner or browse through the other books in the Reading Corner on their own.

Planning a Party

Tell children that people usually play games like “Pin the Tail on the Donkey” at birthday parties. Have children say the word *party* several times, listening for the beginning sound. Then invite children to plan a class party. Suggest that the party be for the letter *P*, and that children play games, sing songs, make party favors, and serve foods that begin with the sound for *P*. List children’s suggestions on chart paper, and discuss each idea in turn. You may wish to help children with some of the following ideas.

Games: “Pin the Tail on the Donkey,” “Pawpaw Patch”

Songs: “Pawpaw Patch,” “Pease Porridge,” “Pop Goes the Weasel”

Favors: Pinwheels, party hats, pattern paper planes

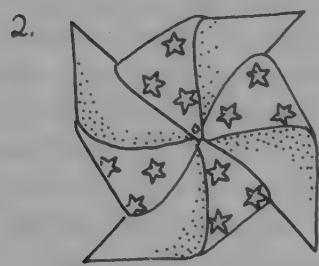
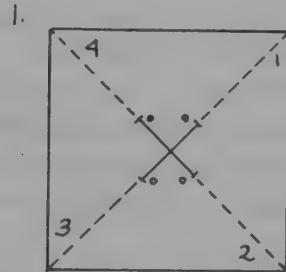
Foods: peanuts, popcorn, peaches, pears, and plums

Making Invitations

Set a date and time for your class party. You might wish to schedule the party to coincide with children’s celebration of their success at learning the letter *P*. Provide children with invitation frames to complete, such as the one shown here.

<p>Come to a letter “P” Party!</p> <p>Name: <u>Peter</u></p> <p>Date: <u>Friday</u></p>

Children work together to make party favors.
(*Cooperative Learning/Art Experiences*)



Preparing food helps children practice math concepts. (*Math Link*)

Making Party Favors

Set aside time for children to make party crowns and pinwheels as favors for the party.

Party Crowns

Using Mortimer's crown as a model, have children make their own *P* crowns to wear at the party.

Pinwheels

1. Provide each child with a square piece of construction paper. Have children draw patterns on the papers. Then instruct children to turn their papers over and use a ruler to draw lines from opposite corners to create an "X" on the page.
2. Perform this step for children. Cut along the lines to within an inch of where they intersect. Bring the lower right corner of each "triangle" to the center of the square. Push a thumb tack through all four corners and part way through the eraser on a pencil. The tack should not be flush against the eraser as this will prevent the wheel from turning.

Invite children to experiment with the pinwheels. Have children blow on the pinwheels, spin around in circles while holding the pinwheels, hold the pinwheels in front of an electric fan, and turn the pinwheels into the wind to make them spin.

Making the Party Food

Involve children in the preparation of the food for the "P" party. Children might make fruit salad with peaches, pears, and plums; shell peanuts; pop popcorn; or bag cups of prepared popcorn for each child.

Letters and Sounds

ALPHA-RHYME "P" CARDS

Have pairs of children find the Alpha-Rhyme cards that begin with the sound for *p* (*pail, pan, pen, pop*) and the cards that rhyme with them. Have children arrange the cards by rhyming set. Pronounce each graphemic base for children, and have them repeat it. Then have children read the words on the cards by pronouncing the initial consonant with the graphemic base.

END SOUNDS

Have children tell if the sound for *p* appears at the beginning or end of each of the following words: pail, mop, cap, pocket, pink, stop, map, and pin. Make picture cards for words that begin or end with the sound for *p*, and have children group the pictures accordingly.

ALPHA-RHYME

Invite groups of two to four children to play Alpha-Rhyme. (See the Appendix for directions.)

MORTIMER'S LETTER RACE

Invite groups of children to play the long version of Mortimer's Letter Race. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

In My Pocket

Play "In My Pocket" with children to review old letters and practice new ones. "In My Pocket" may also be played as a cumulative game with each child naming the items previously suggested in addition to their own items or as an alphabet game in which the first child names an *a* item, the second child a *b* item, and so on through the alphabet.

Concluding the Lesson

I hope we have another class party soon!



Invite children to:

- Share their favorite *P* activity with the class.
- Display their *P* artwork.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "P" stickers, and have children add them to their "My Own ABC Book."
- Have the class "P" party.

Q

Quack, Quack! Said the Duck (song)

Quack, Quack (game)

Focus:

- Listen to the song “Quack, Quack! Said the Duck”
- Play “Quack, Quack”
- Recognize the letters *Q, q*
- Develop Print Concepts

Books for the Reading Corner

Casey, Patricia. *Quack, Quack*. Lothrop, 1988.

Causley, Charles. *Quack! Said the Billy Goat*. Harper, 1986.

dePaola, Tomie. *The Quicksand Book*. Holiday House, 1977.

Freeman, Don. *Will's Quill*. Viking, 1977.

Johnston, Tony. *The Quilt Story*. Putnam, 1985.

Moncure, Jane B. *My “Q” Sound Box*. Child’s World, 1979.

Thurber, James. *The Great Quillow*. Harcourt, 1975.

Wiseman, Bernard. *Quick Quackers*. Garrard, 1979.

Wood, Audrey. *Quick As a Cricket*. Playspaces-International, 1982.

Zolotow, Charlotte. *The Quarreling Book*. Harper, 1963.

Recordings and Visuals

“Five Little Ducks” (from *Rise and Shine* by Raffi).

“Little White Duck” (from *Everything Grows* by Raffi).

Will's Quill (Sound filmstrip from Live Oak Media).

KIT MATERIALS:

- Mortimer Moose
- Tape 5A
- Crown Q
- Chart for “Quack, Quack! Said the Duck”
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Moose Match-Up
- Alpha-Rhyme Cards
- Mortimer’s Letter Race

What happens to ducks that fly upside down? (They quack up.)



Play the traditional ABC Song on Tape 5A as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter Q

Place Crown Q on Mortimer's head, and identify the letter Q for children. Explain that Q is the letter that comes after P in the alphabet. Use page 27 of the Flip Book to recite with children the letters A through P. Tell children that the letter Q stands for the sound heard at the beginning of the word *Quack*.

Have children:

- Say *Quack* several times, listening for the beginning sound.
- Name the animal that makes a quacking sound: duck.

Responding to Music

Tell children that the next song they will listen to is "Quack, Quack! Said the Duck." Invite children to listen as you play "Quack, Quack! Said the Duck" on Tape 5A.

Have children:

- Sing along as you play "Quack, Quack! Said the Duck" again.
- Waddle around the room as they sing along with the song "Quack, Quack! Said the Duck."
- Assume the roles of the girl and boy and sing along with the song "Quack, Quack! Said the Duck."

Developing Print Concepts

Display the chart for "Quack, Quack! Said the Duck". Read the song aloud, pointing to the words as you do so.

Have children:

- Read with you the song title: "Quack, Quack! Said the Duck".
- Frame the words *Quack* and *Quack* in the title.
- Frame the capital Q in each word of the title.

Demonstrate how to form the letters *Q* and *q* on the chalkboard.

Help children:

- Find the letters *Q* and *q* in words on the chart for “Quack, quack! Said the Duck.”
- Note that *Quack* and *quack* are the same word.
- Identify a *bonnet* as a kind of a hat and *knickers* as short pants that come to the knee.
- Note that quotation marks are used to show words that are spoken.

Play “Quack, Quack! Said the Duck” once again.

Reinforcing the Letter *Q*

Display page 17 of the Flip Book. Point to the game title “Quack, Quack.” Tell children that the game for *Q* also has two words that are found in the title of the song for *Q*. Call on a volunteer to read the title aloud.

Have children:

- Identify the letters *Q* and *q*.
- Match the words in the title, letter for letter.

Read the verse printed on page 17 for children.

Have children:

- Reread the verse along with you.
- Find the word *quack* three times.
- Note that the word *quacking* contains the word *quack*.
- Point out the animals and children in the illustration who might be quacking.

Language Experiences: Playing a Game

Invite children to play “Quack, Quack.” (See the directions on page 17A.)

Play the contemporary version of the ABC Song on Tape 5A to signal the end of play.

Whole Language Experiences for "Quack, Quack!" Said the Duck

Children trace letters to become familiar with their forms and label items to associate pictures with words. (*Print Awareness*)

Listening to selected songs helps children relate themes. (*Language Experiences*)

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness/Phonemic Awareness*)

Q Is for Quack

Display the "Quack, Quack! Said the Duck" song chart. Have children use colored markers to trace over the letters *Q* and *q* in the title and in the words of the song. Place a *Q/q* chart beside the "Quack, Quack! Said the Duck" song chart. Invite children to illustrate the song on the chart and label the items they draw.

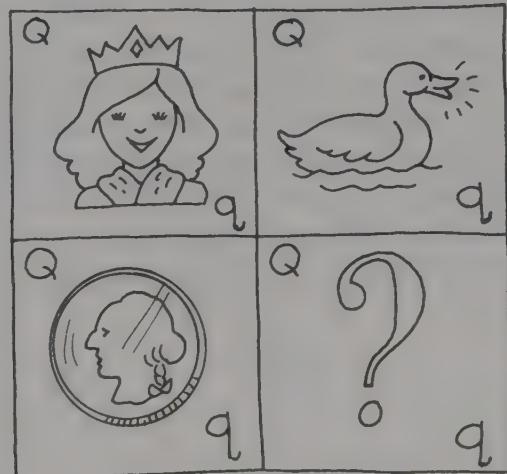
Let's Listen

Encourage children to listen to "Quack, Quack! Said the Duck" on Tape 5A. You may also suggest that they listen to "Five Little Ducks" (from *Rise and Shine*) and "Little White Duck" (from *Everything Grows*) to learn other quacking songs.

Q Quilts

Tell children that very few words begin with the sound and letter for *q*. However, four words that do begin with the sound and letter for *q* are *quarter*, *queen*, *question*, and *quilt*. Have children say these words several times, listening for the beginning sound. Discuss the meaning of each word with children. Then invite children to make a "Q" quilt.

Provide each child with an eight-inch square of muslin or sheeting. Have children draw a queen, a blue or black duck, a question mark, or a quarter on their squares and label the squares with the letters *Q* and *q*. Children can fasten the squares together to make their "Q" quilt by placing masking tape along the seams, or you can baste the seams together for children. Display the "Q" quilt on a wall of the classroom.



Children compare past and present as they listen to a story. (Social Studies Link)

Children use alternate writing methods to model letter forms. (Print Awareness)

Sharing a Book: *Will's Quill*

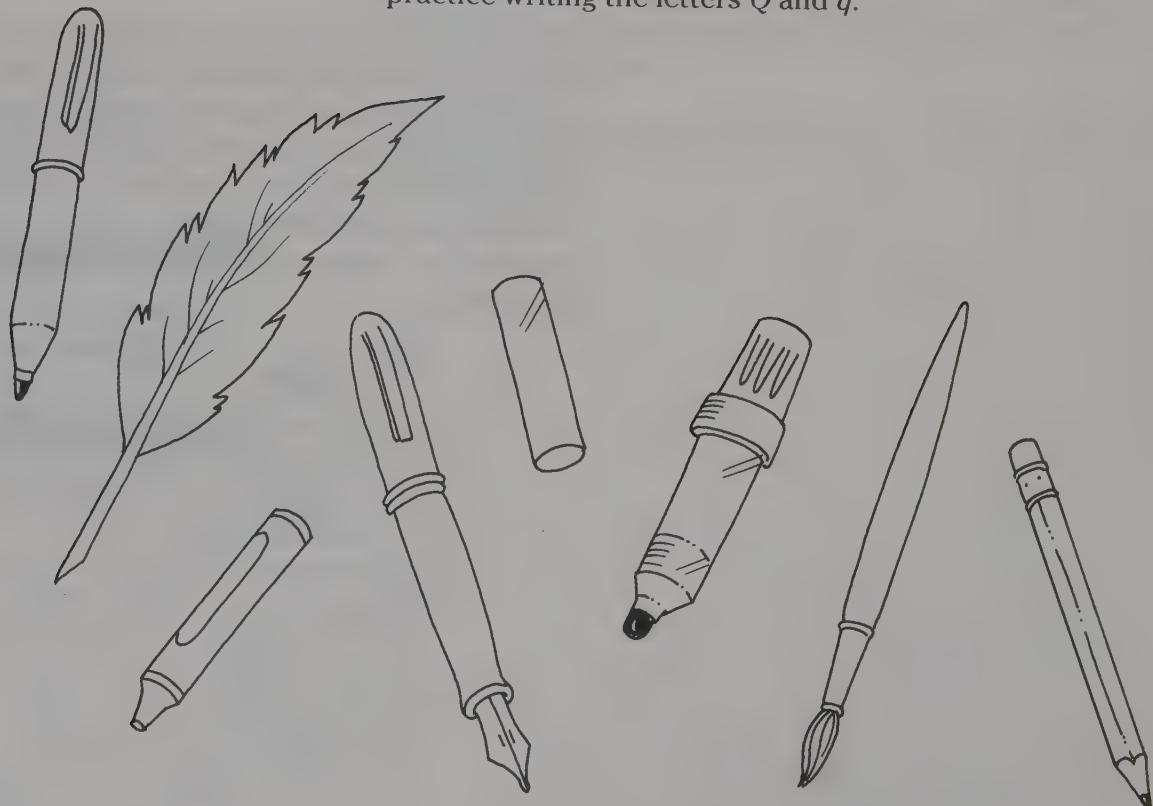
Borrow from the Reading Corner the book *Will's Quill*. In this fanciful story a confused country goose is rescued from the streets of Elizabethan London by a young actor. The goose, wanting to repay the actor for his kindness, gives the man one of his quills. It is this quill that enables the man, William Shakespeare, to finish writing his play.

After sharing the story, invite children to examine the illustrations to note differences and similarities between the way in which people lived long ago and the way they live today. In particular, ask children what people used to write with long ago and what they use to write with today.

From Quills to Markers

Tell children that long ago people used the wing feathers of birds, ducks, and geese to make quill pens. The tip of the quill, or base of the feather, was dipped into ink and then put to paper. Have children say the word *quill* several times, listening for the beginning sound. Then demonstrate for children how people wrote with quill pens. If a quill is not available, a thin pointed stick will suit the purpose.

Provide children with paper and various writing instruments: quill (stick) pens, fountain pens, felt-tip pens, crayons, markers, pencils, chalk, paintbrushes, and so on. Invite children to use the different writing instruments to practice writing the letters *Q* and *q*.



Whole Language Experiences for “Quack, Quack”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children engage in oral language to ask and answer questions. (*Language Experiences*)

Children engage in functional writing and oral language to run a store. (*Math Link/Creative Play*)

Read with Mortimer Moose

Have children work with partners (including Mortimer) to look through copies of the Little Game Books. Encourage children to name letters they know and to look for words that begin with the letters *A* through *Q*. Invite children to browse through the other books in the Reading Corner on their own.

Questions, Questions, Questions

Remind children that when they played the game “Quack, Quack” they tried to answer the question “Who is quacking?” in order to name the person they were pointing to. Display the question and read it aloud for children. Then circle the question mark at the end of the question and identify it. Tell children that this mark is used at the end of sentences that ask questions. You might list other questions as examples for children: Who is wearing a red shirt? Where is my blue marker? How many children are here today?

Then invite children to ask their own questions, and list their questions on chart paper. Read each question aloud, pausing after each for other children to answer the question or to answer the question yourself. Call on volunteers to circle the question marks on the chart. Help children discover that many questions start with the words *who, what, when, where, why, and how*.

What Can We Buy?

Display for children a penny, a dime, a nickel, and a quarter. Help children name each coin, then ask which coin begins with the same sound as *quack: quarter*. Then invite children to set up a “Quarter Store.” Have children work in small groups to assemble and price small items in the classroom. Children might gather plastic cars and trucks, musical instruments, puzzles, games, whistles, empty food boxes, fruit, and so on. Have them create price tags for each item, using numerals and “quarter” picture clues. (1: rebus for 1 quarter, 2: rebus for 2 quarters, and so on.)

Once the “Quarter Store” has been established, have children use cardboard quarters and work in pairs to role play customer and salesclerk. You might provide each child with a set number of “quarters” with which to make their purchases and suggest that children purchasing an item “own” that item for the day.

A “Q” Story

Have children look at the words that begin with the letter *q* on both the song chart and in words on page 17 of the Flip Book. Ask if children can name the letter that follows *q* in each word. (*u*) Then invite children to listen to a *q* story:

One day, all the alphabet letters had a meeting. They talked about the sounds they would make when they were grouped together with other letters to make words. Each letter had a chance to speak.

When it was *Q*’s turn, he had trouble standing up. *Q* was old. He looked like *O* but walked with a cane. (Draw an *O* on chart paper. Then add the stem, or cane.) Still, *Q* needed help. He looked at all the alphabet letters and pointed to the letter *u*. *Q* said, “I need *u* to help me.” (Print *u* next to the *Q*). And that is why the letter *u* always stands next to the letter *q* in a word.

Dictionary Words

Explain to children that there are very few words that begin with the letter *Q*. Tell children that they can find all the words that begin with *q* in a special book called a dictionary. Display a beginning dictionary. Show children how many pages of *q* words there are in comparison with *p* words. Help foster an understanding for the dictionary by sharing some of the *q* entries with children: *quack*, *quail*, *quarter*, *queen*, *quick*, and *quiet*. Share any *q* pictures with children. You might have volunteers verify that each *q* word begins with the letters *q* and *u*.

Place the picture dictionary in the Reading Corner for children to explore at their leisure.

Children become aware of print patterns as they listen to a story. (*Print Awareness*)

Exploring a picture dictionary helps children become aware of its purpose. (*Print Awareness*)

Letters and Sounds

PUZZLE WORDS

Have pairs of children work an alphabet puzzle, naming any letters they know. Provide word cards for *quack*, *queen*, *quilt*, *quick*, and *quiet*. Have children form the words using letters from the alphabet.

SOUND TIME

Using the Alpha-Rhyme cards, have groups of children play "Sound Time." (See the Appendix for directions.)

MOOSE MATCH-UP

Reinforce end sounds by having groups of children play Moose Match-Up (End-sound). (See the Appendix for directions.)

MORTIMER'S LETTER RACE

Invite groups of children to play the long version of Mortimer's Letter Race. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Concluding the Lesson

What do you call a family of ducks in a box?
(a box of quackers)



Dictionary Words

Continue to play "Dictionary Words" to explore words that begin with previously learned letters as well as new letters.

Refer to the class dictionary often to:

- Foster an understanding of a dictionary's purpose.
- Reinforce ABC order.
- Find the meaning of words as they are asked of you by children.

Invite children to:

- Share their favorite *Q* activity with the class.
- Display their *Q* artwork.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "Q" stickers, and have children add them to their "My Own ABC Book."
- "Quarter" apples or oranges and have them for snack.
- Enjoy a "quiet" time in order to share with children the filmstrip *Will's Quill*.

R

Row, Row, Row Your Boat (song)

Ring-a-ring O'Roses (game)

Focus:

- Listen to the song “Row, Row, Row Your Boat”
- Play “Ring-a-ring O’Roses”
- Recognize the letters *R, r*
- Develop Print Concepts

Books for the Reading Corner

Dabcovich, Lydia. *Follow the River*. Dutton, 1980.

Galdone, Paul. *Little Red Riding Hood*. McGraw, 1974.

Fisher, Aileen. *Rabbits, Rabbits*. Harper, 1983.

* Freeman, Don. *A Rainbow of My Own*. Viking, 1966.

* Hutchins, Pat. *Rosie’s Walk*. Macmillan, 1968.

Moncure, Jane B. *My “R” Sound Box*. Child’s World, 1978.

* Parkin, Rex. *The Red Carpet*. Macmillan, 1948.

Rogasky, Barbara. *Rapunzel*. Holiday House, 1982. Caldecott Honor.

Schart, Trina. *Little Red Riding Hood*. Holiday House, 1983. Caldecott Honor.

Williams, Jenny. *Ring Around a Rosy: Action Rhymes*. Dial, 1987.

Zelinsky, Paul O. *Rumpelstiltskin*. Dutton, 1966. Caldecott Honor.

* Available as Read-Alongs

Recordings and Visuals

“Robin in the Rain” (from *Singable Songs for the Very Young* by Raffi).

“Rise and Shine” (from *Rise and Shine* by Raffi). *A Rainbow of My Own* (Filmstrip and video from Live Oak Media).

The Red Carpet and *Rosie’s Walk* (Filmstrips and videos from Weston Woods).

Red Riding Hood, Rapunzel and *Rumpelstiltskin* (Filmstrips from Spoken Arts).

KIT MATERIALS:

- Mortimer Moose
- Tape 5A and Game Tape
- Crown *R*
- Chart for “Row, Row, Row Your Boat”
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Moose Match-Up

Merrily, merrily, merrily, merrily,
life is but a dream.



Play the traditional ABC Song on Tape 5A as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter *R*

Identify the letter *R* on Mortimer's crown. Tell children that the letter *R* comes after the letter *Q* in the alphabet. Say the letters *A* through *R* with children. Explain that the letter *R* stands for the sound at the beginning of the word *row*. Tell children that the next song they will listen to is "Row, Row, Row Your Boat."

Have children:

- Say *row* several times, listening for the beginning sound.
- Pantomime rowing a boat.
- Sing "Row, Row, Row Your Boat" if they know it.

Responding to Music

Invite children to listen as you play "Row, Row, Row Your Boat" on Tape 5A.

Have children:

- Sing along as you play "Row, Row, Row Your Boat" again.
- Pantomime rowing their boats as they sing along with the tape.
- Form two groups to sing in rounds along with the tape "Row, Row, Row Your Boat."

Developing Print Concepts

Display the chart for "Row, Row, Row Your Boat." Point to the words as you read the song aloud.

Have children:

- Read the song title with you.
- Note that the song title matches the first line of the verse word for word.

Demonstrate how to form the letters *R* and *r* on the chalkboard.

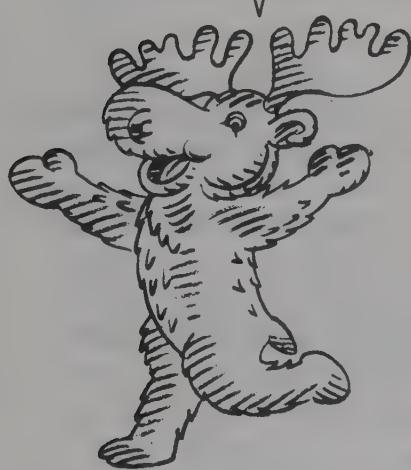
Help children:

- Find the letters *R* and *r* in words on the chart for “Row, Row, Row Your Boat.”
- Note that *Row* and *row* are the same word.
- Count the number of times the word *row* appears in the title and in the song.
- Find the letters *R* and *r* in classroom signs.

Play “Row, Row, Row Your Boat” once again.

Reinforcing the Letter *R*

I remember what dashes mean.
You say the words quickly together, as if they are one word.



Display page 18 of the Flip Book. Read aloud the title of the game for children: “Ring-a-ring O’Roses.” Ask those children who have played “Ring-a-ring O’Roses” to share their experiences.

Have children:

- Identify the letters *R* and *r*.
- Say the words *Ring* and *roses* several times, listening for the beginning sound.

Ask if children know the song “Ring-a-ring O’Roses.” Read the words to the first verse of the song on page 18.

Have children:

- Find the letters *R* and *r* in the title.
- Note that dashes separate the words *Ring*, *a*, and *ring*.
- Note that *Ring* and *ring* are the same word.

Language Experiences: Playing a Game

Play “Ring-a-ring O’Roses” on the Game Tape (Side B), and invite children to sing along. Then invite children to play the game, using the directions on page 18A.

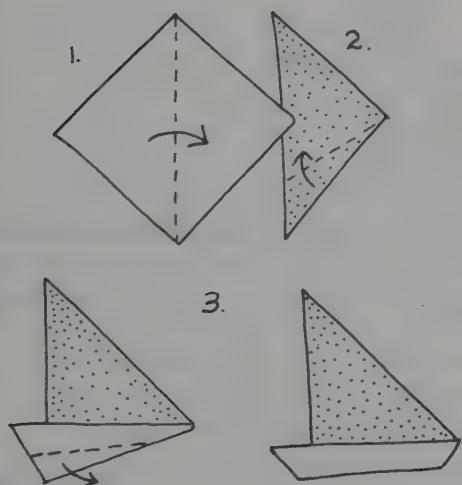
Play the contemporary version of the ABC Song on Tape 5A to signal the end of play.

Whole Language Experiences for “Row, Row, Row Your Boat”

Tracing letters helps children become familiar with letter forms. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Children use alternate writing methods to model letter forms. (*Print Awareness*)



A Border of R's

Display the “Row, Row, Row Your Boat” chart. Have children use markers to trace over the letters *R* and *r* in the title and in the words of the song. Provide children with scissors and old magazines. Have them find and cut out capital and small *r*’s and tape them around the words of the song to create a border.

Let's Listen

Encourage children to listen to “Row, Row, Row Your Boat” on Tape 5A. Suggest also that they listen to “Robin in the Rain” (from *Singable Songs for the Very Young*) and “Rise and Shine” (from *Rise and Shine*) for other words that begin with the sound for *r*.

Rowboat R's

Provide children with rowboat stencils, construction paper, scissors, and glue. Have children cut out rowboats and write the letters *R/r* with glue. Then have them sprinkle red glitter over the glue. If you prefer, have children write the letters *R/r* on their rowboats and outline the letters with red gummed stars. Some children may also enjoy making their own *R* crowns.

Paper Row Boats

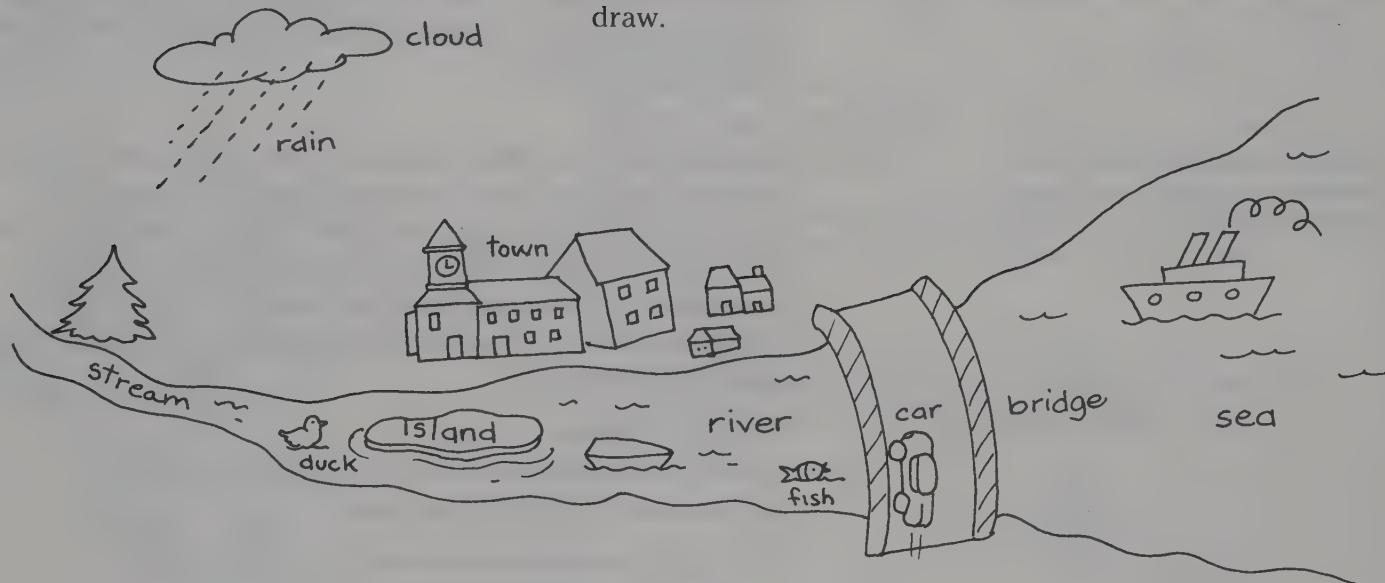
Children can make their own “rowboats” by folding a square piece of paper three times:

1. Bring opposite corners of the square together, fold and crease.
2. Bring the lower point up so that it rests horizontally across the paper.
3. Fold the “new” lower point back so that it creates the horizontal bottom of the boat.

Children may “row” their boats as they sing “Row, Row, Row Your Boat,” or they can create a “fleet” by taping the back fold onto a flat surface so that the boat stands upright.

Children examine a river's journey to the sea as they listen to a story. (*Science Link*)

Children work together to plan and execute a mural. (*Cooperative Learning*)



Sharing a Book: *Follow the River*

Ask children where the person in the song "Row, Row, Row Your Boat" rowed his boat. (in a stream) Discuss what a stream is. Then share with children *Follow the River*, which begins "High up in the mountains a little stream starts on its way down..." On a second reading, have children listen for words that begin with the sound for *r*: *river, rocks, rushes, rain*. Encourage them also to look for different kinds of boats in the drawings: rowboat, tugboat, barge, sailboat, motorboat, and ships.

Making a Mural

Invite children to make a river mural. Provide children with a sheet of butcher block paper on which you have drawn an ever widening river from left to right. Have children work together to discuss and draw the things the river passes on its journey to the sea. Help children label the items they draw.

Children work in pairs to solve a problem. (*Cooperative Learning/Science Link*)

Children share their knowledge to name items powered by different means. (*Science Link*)

Who Can Move the Boat?

Float a toy sailboat (or one with a styrofoam base, plastic straw mast and paper sail) in a plastic tub or water table. Challenge pairs of children to move the boat without touching it. Encourage each pair to name the problem, offer solutions, and predict outcomes before testing their ideas.

What Makes It Go?

Begin a discussion of how boats are powered. Point out that some boats have motors, like cars. Ask what makes a rowboat go (people power) and what makes a sailboat go (wind power). Help children list things powered by motors (planes, cars, ships, tugboats, etc.), people (rowboats, bicycles, roller skates, etc.), and wind (sailboats, windsurfers, pinwheels, etc.).

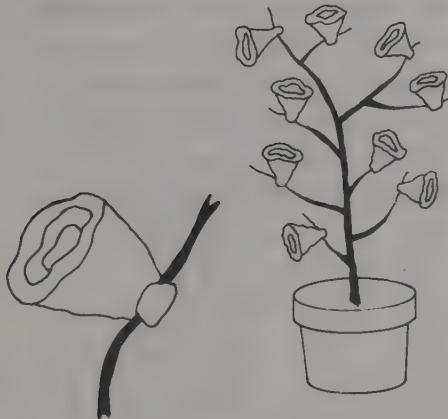
Whole Language Experiences for "Ring-a-ring O'Roses"

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Children examine and talk about flowers. (*Science Link*)

Children follow oral directions to make flowers. (*Art Experiences*)



Read with Mortimer Moose

Have children work with partners or in small groups to read the Little Game Books. Encourage children to name letters of the alphabet they know and to look for words that begin with the letters *A* through *R*. Children may also follow along as they listen to recordings of books in the Reading Corner or browse through the books in the Reading Corner on their own.

Let's Listen

Encourage children to listen to "Ring-a-ring O'Roses" on the Game Tape. Suggest again that they listen to "Row, Row, Row Your Boat" on Tape 5A, "Robin in the Rain" (from *Singable Songs for the Very Young*), and "Rise and Shine" (from *Rise and Shine*).

Roses Are Flowers

Invite children to name different kinds of flowers, supplying *rose* if children do not. Display a rose, or fragrant flower. Invite children to smell the flower and comment on its scent. Help children name the petals, stem, and leaves. Discuss with them that flowers can grow in the ground, on trees, on bushes, and on vines. Children may enjoy charting flowers that grow in their area. Help them create such a chart, using pictures from flower catalogs, and have children label the pictures.

A Rose Garden

Place a small branch in a flowerpot or container filled with stones to hold it firm. Then provide children with five-inch squares of colored tissue paper. Demonstrate how to fold one side of the square in about an inch, and continue rolling across the paper. Pinch one end of the paper and wrap it around the branch. Tape it into place and flute open the top to make the petals of the "rose." Children may wish to work in pairs to make several rose bushes for a class rose garden.

Long-stem "roses" can be attached to sticks, or bits of tissue paper can be glued onto rose bushes drawn on construction paper.

Potpourri

Take children on a field trip to gather wildflowers, or bring into class several bouquets. Help children remove the stems and leaves. Place the flowers in shoeboxes, cover, and store in a dark, dry place for ten days. Once the petals are dry, place them in open baby food jars. Add a drop or two of spiced oil or store-bought cologne to enhance the fragrance.

Illustrating “Ring-a-ring O’Roses”

Play for children “Ring-a-ring O’Roses” on the Game Tape (Side B). Discuss each verse with children. Then have children fold sheets of drawing paper in half to create four “pages.” Invite children to illustrate the four verses of the song, one verse to a “page.” Duplicate the verses from page 18A of the Flip Book for children. Have children cut out the verses and paste them on the appropriate pages of their books.

Rosie Innovations

Copy the last verse of “Ring-a-ring O’Roses” onto chart paper, and read it aloud. Have children identify the rhyming words *ringing* and *singing*. Then have children create new verses for the song by replacing the rhyming lines. Suggest the first line, and have children supply the second. Write the new lines on sentence strips and attach them to the chart. Examples are:

Hey, diddle, diddle, (The cat and the fiddle.)
The three little kittens (They lost their mittens.)
The babies are all crying, (The birds are all flying.)
The sun is shining bright, (The moon shines at night.)

Play “Circle Rhyme”

Invite children to play the circle game “Circle Rhyme.” Start by saying a word that begins with the sound for *r*, such as *rose*. The first child in the circle should respond with a word that rhymes with *rose*. (Accept all rhymes, regardless of spelling.) The rhyme continues around the circle until a child cannot think of a new rhyme. If no one else suggests a new rhyming word, the “stumped” child begins a new round with another word that begins with the sound for *r*, such as *ring*. However, if a rhyme is suggested, the “stumped” child forfeits a turn, and the next child begins the new round.

Children illustrate song verses to create their own books.
(*Print Awareness*)

Innovating on text helps children develop skills for their own writing. (*Print Awareness*)

Children engage in oral language to play a rhyming game. (*Phonemic Awareness*)

Letters and Sounds

ALPHA-RHYME "R" CARDS

Have children find the Alpha-Rhyme cards that begin with the sound for *r* (*rag, rake, rat, rug*) and the cards that rhyme with them. Have children arrange the cards by rhyming set. Pronounce each graphemic base, and have children repeat it. Then have children read the words on the cards by pronouncing the initial consonant with the base.

END SOUNDS

Have children tell if the sound for *r* appears at the beginning or end of each of the following words: rake, rose, star, ring, bear, car, rug, pear. You might make picture cards for words that begin or end with the sound for *r*, and have children group the pictures accordingly.

MOOSE MATCH-UP

Put out the sound boards and markers for Moose Match-Up (Letter). Have children who already know most of the letters of the alphabet play the game. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Concluding the Lesson

Circle Rhyme

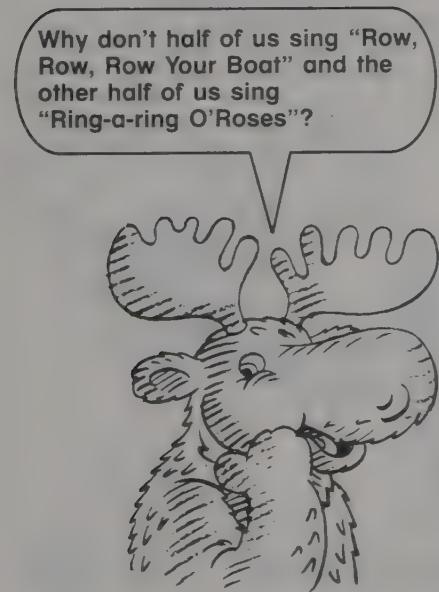
Continue to play "Circle Rhyme" to reinforce beginning and ending sounds. If you wish to review specific letters, you might suggest the letter with which the rhyming round word should begin.

Invite children to:

- Share their favorite *R* activity with the class.
- Display their *R* artwork.
- Discuss their river mural and share their "Ring-a-ring O'Roses" books.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "*R*" stickers, and have children add them to their "My Own ABC Book."
- Enjoy "*R*" snacks such as raisins or rice pudding.
- Share with children one of the filmstrips or videos listed under Recordings and Visuals.



S

Sing a Song of Sixpence (song)

Simon Says (game)

Focus:

- Listen to the song "Sing a Song of Sixpence"
- Play "Simon Says"
- Recognize the letters *S, s*
- Develop Print Concepts

Books for the Reading Corner

- * Brown, Marcia. *Shadow*. Scribners, 1983.
Caldecott Book.
- * Brown, Marcia. *Stone Soup*. Scribners, 1947.
Caldecott Honor.
- * Keats, Ezra Jack. *The Snowy Day*. Viking, 1962.
Caldecott Book.
- Lubin, Leonard. *Sing a Song of Sixpence*.
Lothrop, 1987.
- Marshall, Ray and Korky Paul. *Sing a Song of Sixpence*. Simon & Schuster, 1983.
- Moncure, Jane B. *My "S" Sound Box*. Child's World, 1977.
- Morrison, Bill. *Simon Says*. Little, 1983.
- Pearson, Tracey. *Sing a Song of Sixpence*. Dial, 1984.

* Available as Read-Alongs

Recordings and Visuals

- "You'll Sing a Song and I'll Sing a Song" (from *Corner Grocery Store* by Raffi).
- "Shake My Sillies Out" (from *More Singable Songs for the Very Young* by Raffi).
- "Simple Simon" (from Sharon, Lois, & Bram's *Mainly Mother Goose*).
- Shadow* (Sound filmstrip from Weston Woods).
- Stone Soup* (Eleven-minute video from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 5B
- Crown *S*
- Chart for "Sing a Song of Sixpence"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Mortimer's Letter Race

I like to sing the ABC Song.
Let's sing it together.



Play the traditional ABC Song
on Tape 5B as children
assemble for a meeting of
Mortimer's ABC Club.

Introducing the Letter S

Responding to Music

Simon says, "Let's sing a song
of sixpence."



Place the S crown on Mortimer's head and identify the letter for children. Tell children that the letter *S* comes after the letter *R* in the alphabet. Recite the letters *A* through *S* with children. Explain that the letter *S* stands for the sound at the beginning of the word *song*.

Have children:

- Say *song* several times, listening for the beginning sound.
- Name songs they like to sing.

Tell children that the next song they will listen to is "Sing a Song of Sixpence." Explain that this song tells a silly story. Invite children to listen as you play "Sing a Song of Sixpence" on Tape 5B.

Have children:

- Sing along as you play "Sing a Song of Sixpence."
- Listen for other words that begin with the sound for *s*: *sixpence, sing, set*.
- Perform a finger play while listening to the song.

Sing a song of sixpence,
A pocket full of rye; (hands in pockets)
Four and twenty blackbirds, (flap arms)
Baked in a pie. (circle arms)

When the pie was opened,
The birds began to sing; (flap arms, whistle)
Was not that a dainty dish,
To set before the king? (hands out, palms up)

The king was in the counting-house,
Counting out his money; (count fingers)
The queen was in the parlour,
Eating bread and honey. (motion of eating)

The maid was in the garden,
Hanging out the clothes. (pin up clothes)
When down came a blackbird (flap arms)
And pecked on her nose. (pinch nose)

Developing Print Concepts

Display the chart for "Sing a Song of Sixpence." Point to the words as you read the song aloud.

Have children:

- Read with you the title "Sing a Song of Sixpence."
- Frame the words *Sing*, *Song*, and *Sixpence*.
- Understand that a sixpence is a coin, a kind of money, people use in England.

Demonstrate how to form the letters *S* and *s* on the chalkboard.

Help children:

- Find the letters *S* and *s* in words on the chart.
- Note that the song title and first line of text match line for line.
- Find the letters *S* and *s* in classroom signs.

Play "Sing a Song of Sixpence" once again.

Reinforcing the Letter *S*

Display page 19 of the Flip Book. Tell children that the game for *S* is "Simon Says."

Have children:

- Identify the letters *S* and *s*.
- Say the words *Simon* and *says* several times, listening for the beginning sound.

Read the verse printed on page 19 for children.

Have children:

- Find the word *Simon* three times in the verse.
- Follow along as you reread the verse once again.
- Tell what they know about the game "Simon Says."

Language Experiences: Playing a Game

Teach children how to play "Simon Says" using the directions on page 19A.

Play the contemporary version of the ABC Song on Tape 5B to signal the end of play.

Whole Language Experiences for "Sing a Song of Sixpence"

Children trace letters to become familiar with their forms and label items to associate pictures with words. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness*)

Children name and identify United States coins. (*Math Link*)

S Is for Song

Display the "Sing a Song of Sixpence" chart. Have children use markers to trace the letters *S* and *s* in the words of the song. Place an *S/s* chart beside the song chart. Have children illustrate the song on the *S/s* chart and label the items they draw: blackbirds, pie, king.

Let's Listen

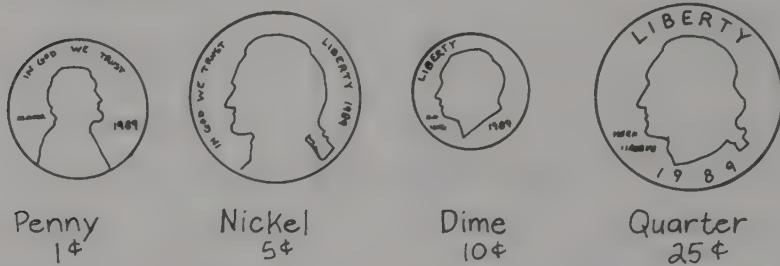
Encourage children to listen to "Sing a Song of Sixpence" on Tape 5B. Suggest also that they listen to "You'll Sing a Song and I'll Sing a Song" (from *Corner Grocery Store*), "Shake My Sillies Out" (from *More Singable Songs for the Very Young*), and "Simple Simon" (from *Mainly Mother Goose*) for other words that begin with the sound for *s*.

Four and Twenty S's

Provide children with paper "pie" plates. Have children fill the plates with capital and small *s*'s. If children are able to count to twenty-four, challenge them to write twenty-four *s*'s (blackbirds) on their pie plates. Children may also enjoy making their own *S* crowns.

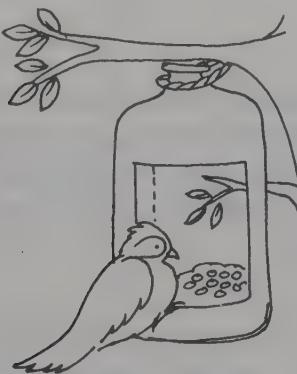
Making Cents!

Remind children that a sixpence is a coin used in England. Ask children if they know the names of the coins that people use in the United States: penny, nickel, dime, quarter. Tape the coins to a sheet of paper and label:



Provide pairs of children with a handful of pennies and have them take turns counting out the appropriate number of pennies to make the equivalent of each coin.

Children make bird feeders as a result of their discussion on birds. (*Language Experiences*)



Children become scientists as they observe and record appearances of birds. (*Science Link*)

Feed the Birds

Ask children if people would bake real blackbirds in a pie. Then ask children what they know about real birds, where they live and what they eat.

A class-made bird feeder can provide children with an opportunity to observe birds common to their area. You will need a large plastic milk carton or detergent bottle cut open on the sides as shown. Weigh down the carton with stones and cover the stones with bird seed. Attach the carton to a branch of a tree or pole outside the classroom window.

"I Spy" the Birds

Enlist the help of your school or local librarian in determining birds common to your area. Then help children make a chart to show what birds come to your feeder throughout the week. Your chart may resemble the following:

Bird	Monday	Tuesday	Wednesday	Thursday	Friday
 Cardinal				✓	
 Robin	✓		✓	✓	
 Sparrow	✓	✓	✓	✓	✓
 Mourning Dove		✓	✓		✓

Whole Language Experiences for “Simon Says”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children name words that begin with sounds for letters to play a game. (*Phonemic Awareness*)

Children learn a rhyme to name body parts. (*Language Experiences*)

Read with Mortimer Moose

Have children look through copies of the Little Game Books. Encourage children to name alphabet letters they can and to look for words that begin with the letters *A* through *S*. Children may also follow along as they listen to recordings of books in the Reading Corner or browse through the books in the Reading Corner on their own.

“Letter Simon Says”

Invite children to play “Letter Simon Says.” Tell children that in this game, Simon wants them to name words that begin with certain sounds. Have children listen as you ask each of them in turn for words. Preface each direction with the words “Simons Says.” (For example, “Simon Says, name a word that begins with the sound for *s*.”) You might wish to occasionally omit the words “Simon says,” in which case a child should not supply a word.

Head and Shoulders

Reread with children the verse for “Simon Says” on page 19 of the Flip Book. Ask children if they know of a rhyme in which they touch their noses and their toes. Then teach children the following rhyme, having them touch the appropriate body parts.

Head and shoulders,
Knees and toes,
Knees and toes,

Head and shoulders,
Knees and toes,
Knees and toes,

Eyes and ears and mouth and nose!

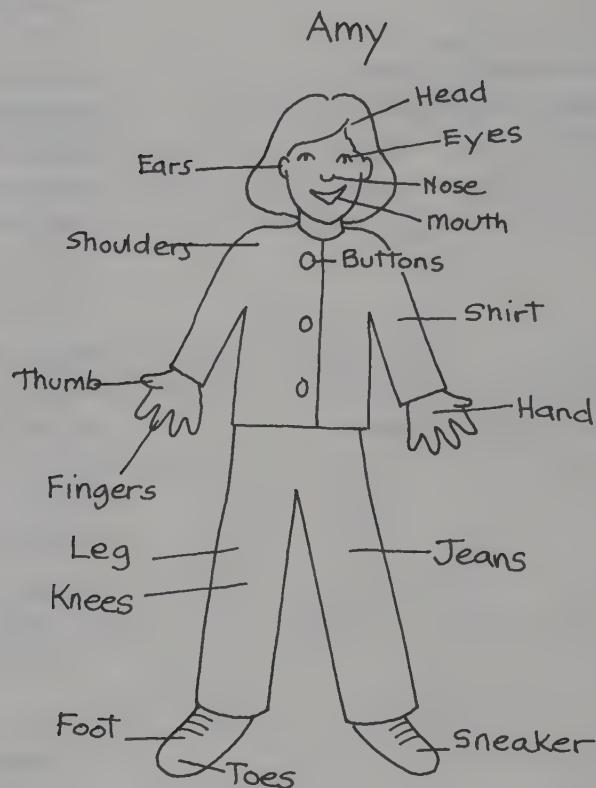
Head and shoulders,
Knees and toes,
Knees and toes.

Children label their own body posters. (Print Awareness)

My Body Posters

Have each child lie down on a large sheet of butcher block paper, arms and legs slightly apart. Trace around each child's body with a dark pencil. Then have children darken the outlines with markers and use colored markers to add facial features and clothing to their body posters. Once children are finished, help them label their posters with body parts from "Head and Shoulders": head, shoulder, knees, toes, eyes, ears, mouth, nose.

Children may wish to completely cover their posters with labels, adding other body parts and articles of clothing. Offer assistance as needed.



Children work together to play a letter search game.
(Cooperative Learning/Print Awareness)

S	O

Letter Search

Invite pairs of children to play "Letter Search." Provide children with a copy of the Little Game Book. Have each child choose one of the letters from the game title. For example, one child might choose s and the other choose o. Then have children search the verse, word for word, for each occurrence of s and o. Have children keep a tally of how many times they encounter each letter. The child whose letter occurs most frequently is the winner. Have children play the game again, choosing different letters.

Letters and Sounds

ALPHA-RHYME "S" CARDS

Have children find the Alpha-Rhyme cards that begin with the sound for *s* (*sack, sail, sun*) and their rhyming cards. Have children arrange the cards by sets and note the common graphemic base in each set. Pronounce each base for children, and have them repeat it. Then have children add the beginning sounds to read the words.

END SOUNDS

Have children tell if the sound for *s* appears at the beginning or end of each of the following words: sail, dress, sock, sink, bus, gas, seal, and grass. Make picture cards for words that begin or end with the sound for *s*, and have children group the pictures accordingly.

MEMORY

Using the Alpha-Rhyme cards, have children play "Memory." (See the Appendix for directions.) Since two cards for each graphemic base are needed for "Memory," two sets of children may play at the same time.

MORTIMER'S LETTER RACE

Invite groups of children to play the long version of Mortimer's Letter Race. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Letter Search

Continue to have children play "Letter Search" using verses from the Little Game Books and the song charts. Some children may also enjoy playing the game with paragraphs chosen from favorite books.

Concluding the Lesson

Can you name all the parts of my body? Who can point to my antlers? My bell? My hooves?



Invite children to:

- Share their favorite *S* activity with the class.
- Display their *S* artwork.
- Discuss their body posters.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "S" stickers, and have children add them to their "My Own ABC Book."
- Enjoy "S" snacks such as strawberries, Vienna sausages, salad, or sunflower seeds.
- Share with children the sound filmstrip *Shadow* or the video *Stone Soup*.



I'm a Little Teapot (song)

Tag (game)

Focus:

- Listen to the song "I'm a Little Teapot"
- Play "Tag"
- Recognize the letters *T, t*
- Develop Print Concepts

Books for the Reading Corner

- * Gackenback, Dick. *Timid Timothy's Tongue Twisters*. Holiday House, 1986.
- * Galdone, Paul. *The Teeny-Tiny Woman*. Clarion, 1984.
- * Gift, Patricia Reilly. *Today Was a Terrible Day*. Viking, 1980.
- Hennessy, B.G. *The Missing Tarts*. Viking, 1989.
- * Hutchins, Pat. *Titch*. Macmillan, 1971.
- Kroll, Steven. *Toot, Toot*. Holiday House, 1983.
- Moncure, Jane B. *My "T" Sound Box*. Child's World, 1977.
- * Mosel, Arlene. *Tikki Tikki Tembo*. Holt, 1968.
- * Potter, Beatrix. *The Tale of Tom Kitten*. Warne, 1907.
- Preston, Edna and Rainey Bennet. *The Temper Tantrum Book*. Viking, 1969.

* Available as Read-Alongs

Recordings and Visuals

"Tickly Toddle" (from *Tickly Toddle* by Hap Palmer).

"A Tisket, A Tasket" (from *Stay Tuned* by Sharon, Lois, & Bram).

The Tale of Tom Kitten and *Titch* (Sound filmstrips from Weston Woods).

The Teeny-Tiny Woman (Sound filmstrip from Spoken Arts).

Tikki Tikki Tembo (Nine-minute video from Weston Woods).

Today Was a Terrible Day (Sound filmstrip and video from Live Oak Media).

KIT MATERIALS:

- Mortimer Moose
- Tape 5B
- Crown *T*
- Chart for "I'm a Little Teapot"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Mortimer's Letter Race

What letter of the alphabet can you drink? ("T")



Play the traditional ABC Song
on Tape 5B as children
assemble for a meeting of
Mortimer's ABC Club.

Introducing the Letter *T*

Place Crown *T* on Mortimer's head, and identify the letter. Tell children that *T* comes after the letter *S* in the alphabet. Say the letters *A* through *T* with children. Explain that the letter *T* stands for the sound heard at the beginning of the word *Teapot*.

Have children:

- Say *Teapot* several times, listening for the beginning sound.
- Describe what a teapot looks like.
- Identify the handle and spout of a teapot from a simple sketch on the chalkboard.

Responding to Music

Tell children that the next song they will listen to is "I'm a Little Teapot." Invite children to listen as you play "I'm a Little Teapot" on Tape 5B.

Have children:

- Sing along as you play "I'm a Little Teapot" again.
- Listen for other words that begin with the sound for *t*: *tip, true*.
- Act out "I'm a Little Teapot" as they sing along with the tape.

I'm a little teapot, (point to self)
Short and stout. (show height with hand)
Here is my handle; (left hand on hip)
Here is my spout. (extend right arm)
When I get all steamed up, (shake head)
Then I shout,
"Just tip me over and (bend over right arm)
Pour me out." (bend further over right arm)

Reverse the actions for the second verse.

Developing Print Concepts

What begins with "t," ends with "t," and holds "t"? (teapot)



Display the chart for "I'm a Little Teapot." Read the song aloud, pointing to the words as you do so.

Have children:

- Read with you the title: "I'm a Little Teapot."
- Frame the word *Teapot* in the title.
- Note that *Teapot* begins, and ends, with the letter and sound for *t*.
- Say *Teapot* several times, listening for the beginning and ending sounds.

Demonstrate how to form the letters *T* and *t* on the chalkboard.

Help children:

- Find the letters *T* and *t* in words on the chart for "I'm a Little Teapot."
- Note that *Teapot* and *teapot* are the same word.
- Note that the first line matches the title, word for word.
- Say the words *stout*, *shout*, and *out* several times, listening for the end sound.

Play "I'm a Little Teapot" once again.

Display page 20 of the Flip Book. Tell children that the game for the letter *T* is "Tag."

Have children:

- Identify the letters *T* and *t*.
- Share their experiences with playing tag.

Read the verse printed on page 20 for children.

Have children:

- Find the word *tag* twice in the verse.
- Find other words that begin with *t*: *touch*, *try*, and *then*.
- Say the words *touch* and *try*, listening for the beginning sounds.

Invite children to play "Tag." (See the directions on page 20A.)

Language Experiences: Playing a Game

Play the contemporary version of the ABC Song on Tape 5B to signal the end of play.

Whole Language Experiences for “I’m a Little Teapot”

Children trace letters to become familiar with their forms and label items to associate pictures with words. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness*)

Children work together to plan a tea party. (*Cooperative Learning*)

T Is for Teapot

Display the “I’m a Little Teapot” chart. Have children use colored markers to trace over the letters *T* and *t* in the title and in the words of the song. Invite children to draw the outline of a teapot on chart paper and place it next to the “I’m a Little Teapot” chart. Have children label the teapot: teapot, handle, and spout.

Let’s Listen

Encourage children to listen to “I’m a Little Teapot” on Tape 5B. You may also suggest that they listen to “Tickly Toddle” (from *Tickly Toddle*) and “A Tisket, A Tasket” (from *Stay Tuned*) for other words that begin with the sound for *t*.

T-Shirt T’s

Provide children with iron-on crayons, and a clean sheet of paper. Using a T-shirt from home, children can design their own T-shirts by drawing pictures of *t* words (teapots, turtles, tires, tents, telephones, toy tops, and so on) on their papers. Pin the design face down on the T-shirt. Iron the design onto the T-shirt. Have children wear their creations for the day! Children may also wish to make their own *T* crowns to wear with their T-shirts.

A Tea Party

Ask if children have ever had a tea party. Elicit that at tea parties, people usually drink tea, eat tasty treats, and play quiet games. Suggest that children have a class tea party for the letter *T*, much like their class party for *P*. Display a chart outlining the events of the tea party and review it with children.

Story: *The Missing Tarts*, by B.G. Hennessy

Song: “I’m a Little Teapot”

Foods: strawberry tarts, tea (herbal, iced, or pretend tea)

Children become aware of function of print as they follow recipes. (*Print Awareness*)

Making “Strawberry Tarts”

Depending on how sweet you would like your “tarts” to be, buy prepared sugar-cookie dough or crescent-roll dough and follow the directions below:

For Sugar Cookie Dough

Roll the dough to 1/4 inch thickness and cut into two-inch squares. Have children make small depressions on the tarts with their thumbs. Fill the depressions with strawberry jam and bake as directed on the package.

For Crescent Roll Dough

Cut each crescent triangle in half to make two triangles. Place a teaspoon of jam on each triangle and fold in half to make a smaller triangle. Bake as directed on the package.

Having the Tea Party

Involve children in the dispensing of tea, tarts, cups, and napkins. Explain that at tea parties, people use their best behavior. Have children practice their good manners and eat their tarts quietly while you share a story about some missing tarts.

Borrow from the Reading Corner *The Missing Tarts* by B.G. Hennessy. This book opens with the rhyme “The Queen of Hearts.” When the Queen of Hearts finds that her tarts are missing, she asks nursery rhyme characters to help her find the tarts.

The reading of *The Missing Tarts* will more than likely coincide with the disappearance of the class-made tarts. Reread the book with children, having them name nursery rhyme characters they know, both in the verse and in the pictures. Children may enjoy looking for the tell-tale strawberry (or two) “dropped” on each page by the knave. End the tea party by singing and acting out, “I’m a Little Teapot.”

Whole Language Experiences for “Tag”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Charting word meanings helps children become aware of multiple-meaning words. (*Language Experiences*)

Read with Mortimer Moose

Have children work with partners to look through copies of the Little Game Books. Encourage children to name letters they can and to look for words that begin with the letters *A* through *T*. Children may also follow along as they listen to recordings of books in the Reading Corner or browse through the other books in the Reading Corner on their own.

Variations on a Theme

Tell children that there are many different ways to play tag. Invite children to describe some of the variations they play and compare them to the game in the Flip Book. Describe the variations named on page 20A of the Flip Book, and invite children to choose and play one of these games.

More Than One Meaning

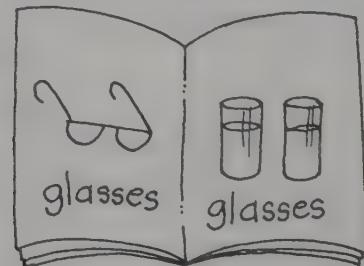
Remind children that the name of the game for the letter *T* is “Tag.” Ask children if they know another meaning for the word *tag*. Assist children as needed, suggesting that a *tag* can also mean “a label,” such as in a name tag or a price tag. Help children make a classroom chart of words that have multiple, or more than one, meaning. Your chart may resemble the following:

Word	Meaning 1	Meaning 2
tag	game	label
bat	baseball club	flying animal
bill	paper money	bird's beak
ear	part of body	part of plant (corn)
fly	insect	move through the air
glasses	drinking vessels	eyeglasses
nails	thin metal pieces	hard layers at end of fingers
orange	color	kind of fruit
pitcher	baseball player	container for pouring
ring	circle	piece of jewelry
school	place for learning	group of fish

Children apply word knowledge to create a book of multiple-meaning words. (*Print Awareness*)

More Than One Meaning Books

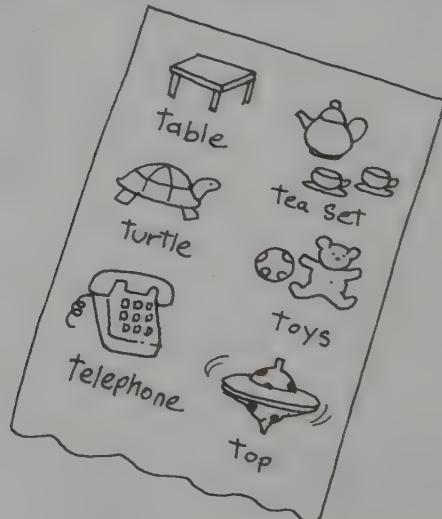
Invite children to make a class book of words that have more than one meaning. Provide every two children with a large sheet of drawing paper. Have partners work together to choose a word from the class chart of multiple-meaning words and illustrate each meaning of the word they choose. Have children label, or help children label, their drawings. You might also have children dictate, for you to write on their drawings, sentences which illustrate the word's meanings. Bind the pages together to make a class book of multiple-meaning words. Place the book in the Reading Corner for children to browse through at their leisure.



Children engage in functional writing to list items found on a treasure hunt. (*Phonemic Awareness/Print Awareness*)

Treasure Word Hunts

Invite children to work with partners to go on treasure word hunts. Provide each partnership team with a sheet of drawing paper. Then instruct children to search the classroom for things that begin with the sound for *t*. Have children record the items they find by writing the items' names on the paper and/or drawing pictures of the items. After children have had a chance to conduct their hunts, compare team results. Post the "Treasure Word Hunt" lists on a bulletin board. Reward the winning team by permitting them to be the first served at snack time or allowing them to perform a favorite classroom task.



Letters and Sounds

ALPHA-RHYME "T" CARDS

Have pairs of children find the Alpha-Rhyme cards that begin with the sound for *t* (*tack, tag, tail, ten, top*) and the cards that rhyme with them. Have children arrange the cards by rhyming set. Pronounce each graphemic base for children, and have them repeat it. Then have children read the words on the cards by pronouncing the initial consonant with the graphemic base.

END SOUNDS

Have children tell if the sound for *t* appears at the beginning or end of each of the following words: tea, pot, table, pocket, hat, top, turkey, and spout. Make picture cards for words that begin or end with the sound for *t*, and have children group the pictures accordingly.

MEMORY

Using the Alpha-Rhyme cards, have children play "Memory." (See the Appendix for directions.) Two sets of children may play at the same time.

MORTIMER'S LETTER RACE

Invite groups of children to play the long version of Mortimer's Letter Race. (See the Appendix for directions.)

FOLLOW-UP

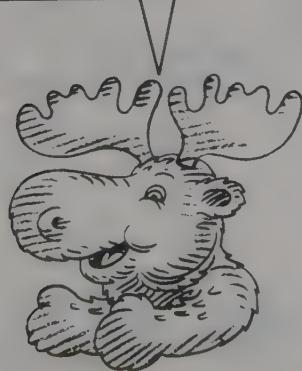
On-Going Activity

Treasure Word Hunts

Continue to have "Treasure Word Hunts" to review old letters and practice new ones as children progress through the alphabet. Children might also look for items that end with the sound for a certain letter or look for items that rhyme with a certain word.

Concluding the Lesson

Can we sing "I'm a Little Teapot" again?



Invite children to:

- Share their favorite *T* activity with the class.
- Display their *T* artwork.
- Share the class multiple-meanings book.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "T" stickers, and have children add them to their "My Own ABC Book."
- Have the class tea party.
- Share with children the filmstrips *The Tale of Tom Kitten*, *Titch*, or *The Teeny-Tiny Woman*.

U

Riding Through the U.S.A. (song) The Unicorn (game)

Focus:

- Listen to the song "Riding Through the U.S.A."
- Play "The Unicorn"
- Recognize the letters *U, u*
- Develop Print Concepts

Books for the Reading Corner

Coville, Bruce and Katherine. *Sarah's Unicorn*. Harper, 1979.

Cooper, Gale. *Unicorn Moon*. Dutton, 1984.

Mayer, Marianna. *Unicorn and the Lake*. Dial, 1982.

McIntyre, Ida M. *Unicorn Magic*. Garrard, 1972.

Moncure, Jane B. *Short U and Long U Play a Game*. Child's World, 1979.

* Moore, Lilian (retold by). *The Ugly Duckling*. Scholastic, 1987.

* Yashima, Taro. *Umbrella*. Viking, 1958. Caldecott Honor.

* Available as Read-Alongs

Recordings and Visuals

"Alligators All Around" (from *Really Rosie* by Maurice Sendak. Music by Carole King; also available as an animated video from Weston Woods).

The Ugly Duckling and *Umbrella* (Sound filmstrips from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 6A
- Crown *U*
- Chart for "Riding Through the U.S.A."
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Mortimer's Letter Race

What three letters do you say when you find someone? (I-C-U)



Play the traditional ABC Song on Tape 6A as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter *U*

People can have nicknames, too. My mom used to call me "Morty." Do you have a nickname?



Place Crown *U* on Mortimer's head, and identify the letter for children. Explain that the letter *U* comes after *T* in the alphabet. Recite the letters *A* through *U* with children using page 27 of the Flip Book as a guide. Tell children that the letter *U* stands for the sound heard at the beginning of the word *United* as in the United States of America.

Have children:

- Say *United States* several times, listening for the beginning sound.
- Realize that they live in the United States.
- Realize that *U.S.A.* is a short name, or nickname, for the United States of America.

Responding to Music

Invite children to listen as you play the song "Riding Through the U.S.A." on Tape 6A. If children recognize the tune as being that of "The Muffin Man," invite them to sing the song.

Have children:

- Sing along as you play "Riding Through the U.S.A." again.
- Name other words that begin with the sound for /ū/ as in *U.S.A.*: *Utah, uniform, ukulele, used*, and *unicycle*.
- Pantomime being circus clowns as they listen to and sing along with "Riding Through the U.S.A."

Developing Print Concepts

Display the chart for "Riding Through the U.S.A." Read the words to the song aloud, pointing to the words as you do so.

Have children:

- Read with you the song title: "Riding Through the U.S.A."
- Frame the abbreviation *U.S.A.* in the title.
- Frame the capital *U* in *U.S.A.*

Demonstrate how to form the letters *U* and *u* on the chalkboard.

Help children:

- Note that capital *U* and small *u* differ in size and that small *u* has a stem on it.
- Find the letters *U* and *u* in words on the chart for "Riding Through the U.S.A."
- Find the word *U.S.A* and *Utah* in each verse.
- Find the word *uniform* twice in the second verse.

Play "Riding Through the U.S.A." once again.

Display page 21 of the Flip Book. Tell children that the game for *U* is a finger play called "The Unicorn."

Have children:

- Identify the letters *U* and *u*.
- Say the word *unicorn* several times, listening for the beginning sound.
- Tell what they know about unicorns.

Read the verse printed on page 21 for children.

Have children:

- Listen for words that contain the sound for *u*: *unicorn*, *blue*, *musical*.
- Find the word *unicorn* twice.

Invite children to learn the finger play "The Unicorn." (See the directions on page 21A.)

Language Experiences: Playing a Game

Play the contemporary version
of the ABC Song on Tape 6A to
signal the end of play.

Whole Language Experiences for "Riding Through the U.S.A."

Tracing and finding letters in print materials help children become familiar with their forms. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Exploring maps helps children become aware of location and place. (*Social Studies Link*)

Children work together to complete puzzles. (*Cooperative Learning*)

A Border of *U*'s

Display the "Riding Through the U.S.A." song chart. Have children use colored markers to trace over the letters *U* and *u* in the title and in the words of the song. Ask children to look for and cut out capital and small *u*'s from magazines and tape them to the chart or border the chart with capital and small *u*'s they have written.

Let's Listen

Encourage children to listen to "Riding Through the U.S.A." on Tape 6A. Now that children have learned most of the letters of the alphabet, you may also suggest that they listen once again to the alphabet song "Alligators All Around" (from *Really Rosie*).

The United States of America

Display a map of the United States and identify it for children. Tell children that the United States is a country made up of fifty states. Help children find and locate their state on the map. Then help children locate the state of Utah on the map. Have children say *Utah* several times, listening for the beginning sound.

You might also want to point out the states of Hawaii and Alaska on a world map or globe. Some children may also be interested in learning that each state in the United States is represented on the United States flag by a star. Help these children count the fifty stars on the flag.

Puzzle It Out

Invite pairs of children to work together to take apart and assemble a puzzle of the United States. Encourage children to locate and name their own state as well as the state of Utah. Invite children also to name any states that they know.

Children engage in oral language to discuss uniforms and those who wear them. (*Social Studies Link*)

A Uniform Tells Me Who You Are

Remind children that the clown in “Riding Through the U.S.A.” wore a uniform. Have children say uniform several times, listening for the beginning sound. Then invite children to describe a clown’s uniform, or costume.

Guide the discussion to mention other kinds of uniforms. Have children describe the uniforms worn by: police officers, fire fighters, letter carriers, doctors, nurses, and so on. Assign pairs of children to draw the uniform worn by various workers in the community. When children have finished their drawings, encourage them to present them to the class, and have the class tell what worker is shown. Discuss with children how the worker helps others.

Oh, Did You See the Circus Clown?

Invite children to draw a picture of the circus clown in the song “Riding Through the U.S.A.” Before children begin, you might wish to display pictures of a unicycle and a ukulele and discuss them with children. Play “Riding Through the U.S.A.” on Tape 6A as children draw their pictures. Compare with children the finished drawings to see how they are alike and different.

A Classroom Circus

Invite children to share what they know about circuses. Then invite children to work with partners to prepare an act for a classroom circus. Have children take turns role playing the ringmaster to introduce the acts. If children need ideas for their performances, suggest some of the following:

- Partners face one another, each holding a ball. They toss the balls at the same time and catch each other’s ball.
- One child role plays a lion trainer, the other the lion.
- Partners walk an imaginary tight rope, or a “tight rope” taped to the classroom floor.
- Partners perform “unicycle” feats on tricycles.
- Partners form a two-person band of four musical instruments.
- Partners pantomime a tug-of-war game, without a rope.
- Partners work together to keep several toy tops spinning at the same time.

Children work together to plan and execute a classroom circus. (*Creative Play/ Cooperative Learning*)

Whole Language Experiences for “The Unicorn”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness*)

Children work together to narrate their own unicorn stories. (*Language Experiences/Cooperative Learning*)

Children engage in oral language to compare stories and illustrations. (*Language Experiences*)

Read with Mortimer Moose

Have children work with partners to look through copies of the Little Game Books. Encourage children to name letters they know and to look for words that begin with the letters *A* through *U*. Children may also follow along as they listen to recordings of books in the Reading Corner or browse through the other books in the Reading Corner on their own.

***U* Is for Unicorn**

Invite children to draw a picture of what they think a unicorn should look like. Then have children write the letters *U* and *u* on their unicorn pictures. Encourage children to label their pictures with the word *unicorn*. Children may also wish to make their own *U* crowns.

Unicorn Stories

Remind children that the unicorn is an imaginary, or make-believe, animal. Tell children that because the unicorn is make-believe, it can do wonderful things. Invite children to work in small groups to make up unicorn stories. Encourage each group to practice telling their story several times before dictating it into a tape recorder. Children may wish to draw pictures or write words that will help them remember the order of events as they dictate the stories into the recorder.

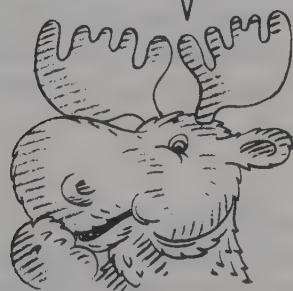
Transcribe the stories onto chart paper. Or, enlist the aid of a parent or older child to transcribe the stories. You might wish to transfer the stories, line for line, onto pieces of paper for children to illustrate and bind together for unicorn books. Share the illustrated or recorded stories with the class.

Sharing Unicorn Books

Borrow from the Reading Corner any unicorn books you have. Share the stories with children, inviting them to comment on the illustrations and the illustrators' interpretations of what a unicorn looks like. Have children compare these unicorns to the unicorns in their own stories. Ask questions to help them in their comparisons such as: “How are the unicorns alike?” “How are they different?” “What special things can the unicorns do?”

Children make their own picture dictionaries for *u*.
(Print Awareness/Phonemic Awareness)

When does Friday come before Thursday? (in a dictionary)



Examining one's traits helps children become aware of their own individuality. (Language Experiences)

Picture Dictionaries

Explain that very few words begin with the letter *u*, and even fewer words begin with the letter *u* and the sound it stands for at the beginning of the word *unicorn*. Then ask if children can remember what the special book that lists different words is called. (a dictionary) Display the class dictionary for children. Then read aloud and discuss the entries for *ukulele*, *unicorn*, *unicycle*, *uniform*, and *United States*. List the words on chart paper as they are discussed. You might also wish to include words that begin with the sound for short *u*, such as *umbrella* and *uncle*.

Invite children to make their own "U" Picture Dictionaries. Give each child three pieces of drawing paper, folded in half and stapled along the fold, and have them draw pictures of words that begin with the letter *u* and label their pictures by referring to the words on the chart.

I Am Unique

Tell children that another *u* word is *unique*. *Unique* means being the only one of its kind. Point out that although each of them is a child, they too are unique from one another. Work with children to list ways in which they are unique. Make sure children include characteristics such as the following: name (first and last), hair color, eye color, height. Discuss also with children how they are unique within their own families. Perhaps a child is the oldest or youngest sibling. Perhaps he or she is the only girl or boy in the family. Perhaps other family members have straight hair while a child has curly hair.

Write the sentence starter "I am unique because _____" on the chalkboard. Invite each child to complete the sentence. Have children write, or write for children, their completed sentence on a sheet of drawing paper. Then have children draw a picture to show how they are unique from their classmates or from their family members.

Letters and Sounds

PUZZLE WORDS

Have pairs of children work an alphabet puzzle, naming any letters they know. Provide word cards for *unicorn* and *uniform*. Have children form the words using letters from the alphabet.

WORD BEGINNINGS: *UN*

Tell children that the letters *un-* at the beginning of a word sometimes mean “not.” Pronounce *un* for children, and have them repeat it. Then have children say the word *happy* and *unhappy*. Ask which word means “not happy.” (*unhappy*) Repeat the procedure with the words: *lucky/unlucky*; *fair/unfair*; *safe/unsafe*; *kind/unkind*; *locked/unlocked*.

GO FISH

Using the Alpha-Rhyme cards, teach small groups of children how to play “Go Fish.” (See the Appendix for directions.)

MORTIMER'S LETTER RACE

Invite groups of children to play the long version of “Mortimer’s Letter Race.” (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Picture Dictionaries

Continue to have children make picture dictionaries to review previously learned letters of the alphabet as well as new letters. Encourage children to take their picture dictionaries home to share them with their parents.

Concluding the Lesson

Invite children to:

- Share their favorite *U* activity with the class.
- Display their *U* artwork.
- Listen to a rereading of the class unicorn story.
- Share their “*U*” picture dictionaries.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award “*U*” stickers, and have children add them to their “My Own ABC Book.”
- Serve a “unique” snack, one which children have not had before in school.
- Share with children the filmstrips *The Ugly Duckling* and *Umbrella*.

V

Valentines Are Very Nice (song) Virginia Reel (game)

Focus:

- Listen to the song "Valentines Are Very Nice"
- Play "Virginia Reel"
- Recognize the letters *V, v*
- Develop Print Concepts

Books for the Reading Corner

Bond, Felicia. *Four Valentines in a Rainstorm*. Harper, 1983.

Brown, Marc. *Arthur's Valentine*. Little Brown, 1980.

Carle, Eric. *The Very Hungry Caterpillar*. Philomel, 1969.

* Cohen, Miriam. *Bee My Valentine*. Greenwillow, 1978.

Gibbons, Gail. *Valentine's Day*. Holiday House, 1986.

Moncure, Jane B. *My "V" Sound Box*. Child's World, 1979.

Prelutsky, Jack. *It's Valentine's Day*. William Morrow, 1983.

Sharmat, Marjorie. *The Best Valentine in the World*. Holiday House, 1982.

* Williams, Marjorie. *The Velveteen Rabbit*. Illustrated by David Jorgensen. Knopf, 1985.

* Available as Read-Alongs

Recordings and Visuals

"Virginia Reel," "Mexican Hat Dance," and "Irish Jig" (from *Folk Dance Fun* by Kimbo Musical Teaching Aids).

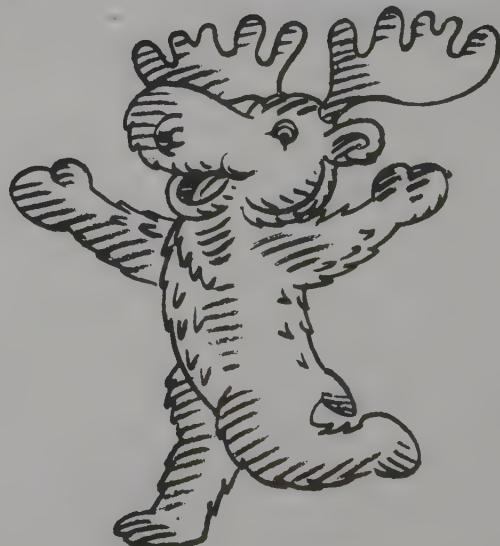
Four Valentines in a Rainstorm and *Arthur's Valentine* (Sound filmstrips from Spoken Arts).

The Velveteen Rabbit (Sound filmstrip and video from Spoken Arts).

KIT MATERIALS:

- Mortimer Moose
- Tape 6A and Game Tape
- Crown V
- Chart for "Valentines Are Very Nice"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Moose Match-Up
- Mortimer's Letter Race

What did the stamp say to the envelope on Valentine's Day?
(I'm stuck on you.)



Play the traditional ABC Song on Tape 6A as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter V

Place the *V* crown on Mortimer's head, and identify the letter for children. Tell children that *V* is the letter that comes after *U* in the alphabet. Recite with children the letters *A* through *V*. Tell children that the letter *V* stands for the sound heard at the beginning of the word *Valentine*.

Have children:

- Say *Valentine* several times, listening for the beginning sound.
- Tell what they know about valentines and Valentine's Day.

Responding to Music

Tell children that the next song they will listen to is "Valentines Are Very Nice." Invite children to listen as you play "Valentines Are Very Nice" on Tape 6A. If children recognize the tune as being that of "Frère Jacques," ("Are You Sleeping") invite them to sing the song.

Then have children:

- Sing along as you play "Valentines Are Very Nice" again.
- Listen for repetitive verses as they sing along with the tape.
- Listen for other words that begin with the sound for *v*: *very, violets, velvet, verse*.

Developing Print Concepts

Display the chart for "Valentines Are Very Nice." Point to the words of the song as you read it aloud.

Have children:

- Read with you the song title: "Valentines Are Very Nice."
- Frame the words *Valentines* and *Very* in the title.
- Frame the initial *V*'s in each word of the title.

Demonstrate how to form the letters *V* and *v* on the chalkboard.

Help children:

- Note that capital *V* and small *v* differ in size.
- Find the letters *V* and *v* in words on the chart for "Valentines Are Very Nice."
- Note that *Valentines* and *valentines* are the same word.
- Note that *Very* and *very* are the same word.
- Note repeated phrases in the song.

Play "Valentines Are Very Nice" once again.

Display page 22 of the Flip Book. Tell children that the game for the letter *V* is a dance called "Virginia Reel." Tell children that the word *reel* names a lively dance, especially one in which people spin around.

Have children:

- Identify the letters *V* and *v*.
- Say the words *Virginia* and *valentine* several times, listening for the beginning sound.

Read the verse printed on page 22 for children.

Have children:

- Find the word *Virginia* in the verse.
- Frame other words that begin with *v*: *Vicky*, *Vance*, and *very*.
- Say the words *Vicky*, *Vance*, and *very*, listening for the beginning sounds.

Virginia is also a girl's name.
Do you know any other names
that begin with the sound for *v*?



Language Experiences: Playing a Game

Invite children to learn how to dance "Virginia Reel" using the directions on page 22A and the Game Tape (Side B).

Play the contemporary version
of the ABC Song on Tape 6A to
signal the end of play.

Whole Language Experiences for "Valentines Are Very Nice"

Tracing letters helps children become familiar with their forms. (*Print Awareness*)

Children work together to sing in rounds. (*Cooperative Learning*)

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness/Phonemic Awareness*)

Children employ a variety of materials to make flowers. (*Art Experiences*)

V Is for Valentine

Display the "Valentines Are Very Nice" chart. Have children use colored markers to trace over the letters *V* and *v* in the title and in the words of the song. Then place a *V/v* chart next to the song chart. Have children illustrate the song with things from which people make valentines: hearts, roses, violets, daisies, bows, ribbons.

Let's Listen

Encourage children to listen to "Valentines Are Very Nice" on Tape 6A.

Singing in Rounds

Have children recall that two of the songs they have learned could be sung in rounds, "Kookaburra" and "Row, Row, Row Your Boat." Work with children to help them memorize the first verse of "Valentines Are Very Nice." Then have children form two groups to sing the song in rounds.

V's Everywhere

Provide children with construction paper hearts cut from red, pink, and violet paper. Have children print capital and small *v*'s on their hearts. String the hearts together to create a banner to stretch across the classroom. Some children may also wish to make *V* crowns.

Valentine Flowers

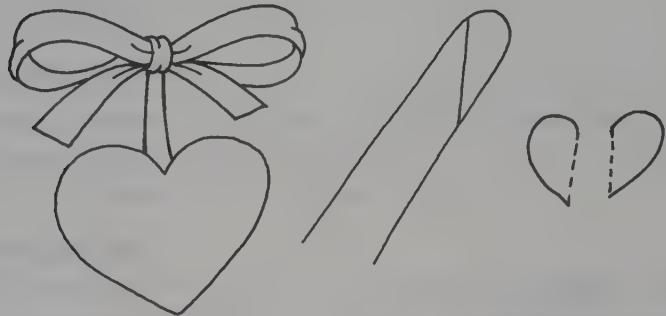
Display a small vase for children. Tell children that the word *vase* begins with the sound for *v*. Have children say *vase* several times, listening for the beginning sound. Then invite children to fill the vase with valentine flowers.

Provide children with heart stencils of various sizes and have them cut hearts from colored construction paper hearts. Use pipe cleaners, pasted between two hearts, as the stems for the flowers.

Children follow directions to make valentine pins. (*Language Experiences*)

Valentine Pins

Cut off the ends of craft sticks and glue them together to make wooden hearts for children. Invite children to paint their hearts red, or whatever other valentine color they wish to use. When the hearts are dry, have children glue a piece of ribbon to their hearts. Tie bows in the ribbons and pin the ribboned hearts onto children's clothing with safety pins.



Children participate in a class election to understand the voting process. (*Social Studies Link*)

Voting for a Valentine

Choose four or five commercially-made valentines and have children vote for their favorite. Create a ballot with numbers representing the different "candidates." Work with children to tally the results and announce the winner. Discuss with children the voting process.

Depending on the abilities of your children, you may wish to expand the activity by conducting a mock election.

Discuss with children issues of interest to them, such as: should the school buy more books or more playground equipment? Have groups of children make posters and give speeches to support their opinions. Then hold a class election to discover the winner. Follow-up the election by discussing how children's parents vote for government leaders, such as the President of the United States or the mayor of the town.

Voices, Voices

Prepare a cassette of recorded messages from people known to the children (principal, librarian, school nurse, secretary, teacher's aide, janitor, and so on). Obtain photographs of the people you record. Then have children work in pairs to identify the "owners" of the voices and order the photographs accordingly.

Repeat the activity by recording children's voices, and having children guess whose voice they are listening to. Discuss the differences and how they were able to distinguish one voice from another.

Children distinguish among known recorded voices to identify the speakers. (*Auditory Discrimination*)

Whole Language Experiences for “Virginia Reel”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Listening to selected songs helps children understand different cultures. (*Social Studies Link*)

Learning folk dances helps children become aware of cultural differences. (*Social Studies Link*)

Children engage in art projects as they learn about colonial life. (*Social Studies Link*)

Read with Mortimer Moose

Have children work with partners to look through copies of the Little Game Books. Encourage children to name letters they can and to look for words that begin with the letters *A* through *V*. Children may also follow along as they listen to recordings of books in the Reading Corner or browse through the other books in the Reading Corner on their own.

Let’s Listen

Encourage children to listen to “Virginia Reel” on the Game Tape. Suggest also that they listen to “Virginia Reel,” “Mexican Hat Dance,” and “Irish Jig” (from *Folk Dance Fun*).

Folk Dance Fun

Tell children that “Virginia Reel” is a folk dance, a dance that people danced long ago and sometimes dance today for fun. Explain that the first people to settle in the United States enjoyed dances like “Virginia Reel” and that “Virginia Reel” was probably first danced in the state of Virginia. Many folk dances, such as the Irish jig and the Mexican hat dance come from other countries. Invite children to learn a folk dance from another country. If you have not already done so, you may wish to teach children the dance “Bingo,” which originated in Scotland. (See page 2A of the Flip Book.)

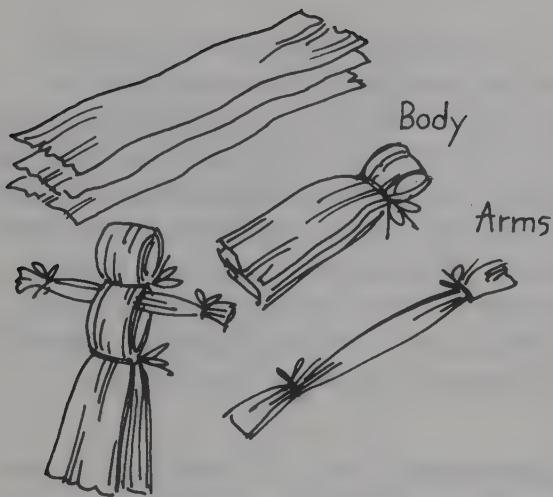
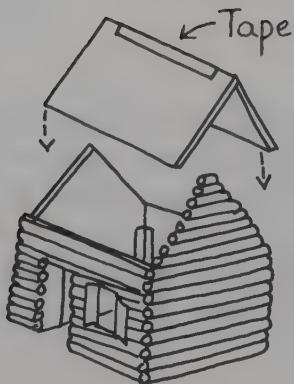
Elicit the help and knowledge of parents. Send home a class letter requesting parents who know simple folk dances, perhaps from other countries, to come and share their knowledge with children. Ask volunteering parents to bring in their own music and, if possible, a native costume to share with children.

Life Long Ago

Children might be interested to learn that long ago many people lived in one-room homes called log cabins, and that everyone, including children had many chores to do.

Children carried water from the well because there was no plumbing and chopped wood for the fire because there was no heat. Children also helped by planting seeds, milking the cows, and churning butter because there were no supermarkets to buy food and milk.

Point out that children long ago also liked to have fun. They played games such as "Tag," "Hopscotch," "Jump Rope," and "London Bridge." They also made many of their own toys, such as kites, tops, and cornhusk dolls. Then invite children to make one or more of the following:



Log Cabins

Children can make log cabins from a cardboard frame and craft sticks. You might wish to precut the cardboard frames ahead of time, and then work with children to tape them together. Then have children glue craft sticks to the sides of the cabins. Place the cabin roofs on last. Children may wish to paint their finished cabins.

Cornhusk Dolls

Provide each child with eight husks from an ear of corn. (Or demonstrate with real corn husks, and have children duplicate your actions using strips of cloth.) Stack six husks on top of each other. Fold back the top of the stack to make the loop for the head and tie securely with string. Make arms for the doll by twisting the remaining husks into a rod shape. Tie securely with string at the ends to make the hands. Put the arms between the husks of the body. Then tie the husks below the arms to form a waist. Invite children to paint faces on their dolls.

Tops

Place a short, pointed stick or a sharpened pencil through the hole in the center of an empty wooden spool. Glue the stick or pencil in place. Children may then spin their tops.

Letters and Sounds

ALPHA-RHYME

Invite groups of two to four children to play Alpha-Rhyme. (See the Appendix for directions.)

MOOSE MATCH-UP

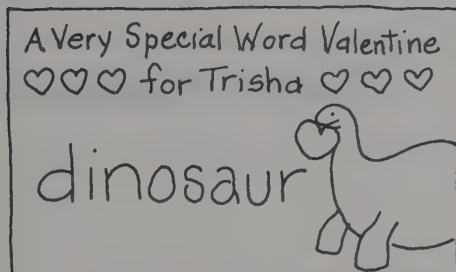
Reinforce end sounds by having groups of children play Moose Match-Up (End-sound). (See the Appendix for directions.)

MORTIMER'S LETTER RACE

Invite groups of children to play the long version of Mortimer's Letter Race. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity



Very Special Word Cards

Give each child a Very Special Word for his or her Word Can. (See the **On-Going Activity** for Letter Plan F.) The word need not begin with the letter *v* but should be of special interest to the individual child. Decorate the card and title it. The theme of each "Very Special Word" should vary with the activity children are presently involved in.

Concluding the Lesson

We can celebrate by dancing "The Virginia Reel" or one of the folk dances we learned.



Invite children to:

- Share their favorite *V* activity with the class.
- Display their *V* artwork.
- Display their valentines.
- Share their toys of long ago.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "V" stickers, and have children add them to their "My Own ABC Book."
- Enjoy "V" snacks such as vegetables and dip.
- Share with children the sound filmstrips *Four Valentines in a Rainstorm* and *Arthur's Valentine*.

W

I've Been Working on the Railroad (song) In and Out the Window (game)

Focus:

- Listen to the song "I've Been Working on the Railroad"
- Play "In and Out the Window"
- Recognize the letters *W, w*
- Develop Print Concepts

Books for the Reading Corner

- * Henkes, Kevin. *A Weekend with Wendell*. Greenwillow, 1986.
- * Keats, Ezra Jack. *Whistle for Willie*. Viking, 1964.
- Piper, Watty. *The Little Engine That Could*. Scholastic, 1979.
- Rose, Elizabeth and Gerard. *Wolf Wolf*. Faber & Faber, 1984.
- Moncure, Jane B. *My "W" Sound Box*. Child's World, 1978.
- Samton, Shelia White. *The World From My Window*. Crown, 1985.
- Sharmat, Marjorie. *Walter the Wolf*. Holiday House, 1975.
- * Sendak, Maurice. *Where the Wild Things Are*. Harper, 1963. Caldecott Book.
- Tresselt, Alvin. *White Snow, Bright Snow*. Morrow, 1948. Caldecott Book.

* Available as Read-Alongs

Recordings and Visuals

"Willoughby Wallaby Woo" (from *Singable Songs for the Very Young* by Raffi).

"Walk, Walk, Walk" and "Wheels on the Bus" (from *Rise and Shine* by Raffi).

Where the Wild Things Are and *Whistle for Willie* (Animated videos from Weston Woods).

A Weekend with Wendell and *White Snow, Bright Snow* (Sound filmstrips from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 6B and Game Tape
- Crown W
- Chart for "I've Been Working on the Railroad"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Alpha-Rhyme Cards
- Mortimer's Letter Race

I've been working on the alphabet!



Play the traditional ABC Song on Tape 6B as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter *W*

Place the *W* crown on Mortimer's head and identify the letter for children. Open to page 27 of the Flip Book and locate the letter *W*. Then have children recite the letters *A* through *W* with you. Explain that the letter *W* stands for the sound at the beginning of the word *Working*.

Have children:

- Say *Working* several times, listening for the beginning sound.
- Tell about the kind of work they do to help around the house.
- Share what kind of work their parents do.

Responding to Music

Tell children that the next song they will listen to is "I've Been Working on the Railroad." Invite children to listen as you play "I've Been Working on the Railroad" on Tape 6B.

Have children:

- Add sound effects for the train and whistle as they listen to "I've Been Working on the Railroad."
- Sing along with the chorus as you play "I've Been Working on the Railroad" again.
- Pantomime working on the railroad as they sing with the tape.
- Listen for words that begin with the same sound as *working*.

Developing Print Concepts

Hey, this letter looks like an upside-down "M."



Display the chart for "I've Been Working on the Railroad." Point to the words as you read the song aloud.

Have children:

- Read with you the song title: "I've Been Working on the Railroad."

Demonstrate how to form the letters *W* and *w* on the chalkboard.

Help children:

- Find the letters *W* and *w* in words on the chart for “I’ve Been Working on the Railroad.”
- Find words that begin with *w*: *working* and *whistle*.
- Note that *Working* and *working* are the same word.
- Say *working* and *whistle* several times, listening for the beginning sound.
- Find the letters *W* and *w* in classroom signs.

Play “I’ve Been Working on the Railroad” once again.

Reinforcing the Letter *W*

Display page 23 of the Flip Book. Tell children that the game for *W* is “In and Out the Window.”

Have children:

- Identify the letters *W* and *w*.
- Find the word *Window* in the game title.

Read the verse printed on page 23 for children.

Have children:

- Find the word *window* twice in the verse.
- Note that *Window* and *window* are the same word.
- Note that the first three lines match, word for word.
- Read the verse aloud with you.

Discuss the illustration with children. Have them conclude that the children’s linked hands make the “windows” for the game. Then teach children how to play “In and Out the Window” using the directions on page 23A and the Game Tape (Side B).

Language Experiences: Playing a Game

Play the contemporary version of the ABC Song on Tape 6B to signal the end of play.

Whole Language Experiences for “I’ve Been Working on the Railroad”

Tracing and writing letters help children become familiar with their forms. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Children become aware of the jobs people have. (*Social Studies Link*)

Children identify the services trains provide as they listen to a story. (*Social Studies Link*)

W Is for Working

Display the “I’ve Been Working on the Railroad” chart. Have children trace with markers the letters W/w in the words of the song. Then have them create a border of w’s around the words to the song.

Let’s Listen

Invite children to listen to “I’ve Been Working on the Railroad” on Tape 6B. Also have them listen to “Willoughby Wallaby Woo” (from *Singable Songs for the Very Young*), “Walk, Walk, Walk,” and “Wheels on the Bus” (from *Rise and Shine*) for other “w” words.

Working on the Railroad

Tell children that the song “I’ve Been Working on the Railroad” is an old work song. It was sung while workers laid and repaired railroad tracks. The captain mentioned in the song was in charge of the work crew. Explain that people today still work on the tracks, but that there are other railroad jobs as well. Help children identify the conductor, who manages the train and collects tickets on a passenger train; the engineer, who drives the train; and the brakeman, who couples and uncouples cars as well as performing various other tasks.

What Do Trains Do?

Borrow the book *The Little Engine that Could* from the Reading Corner. Have children listen for the things that trains carry as you share this tale with them. Through discussion, help children generalize that there are two kinds of trains, passenger and freight, and that trains help people and goods travel from place to place. Elicit from children that The Little Engine pulled a freight train over the mountain.

Display a page from the story that shows the entire train. Tell children that this picture shows some of the different kinds of cars freight trains have for different goods. Help children name the cars and tell what their real purpose is:

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness/Phonemic Awareness*)

Children discriminate among sound signals to follow directions. (*Auditory Discrimination*)

DID YOU KNOW?
The work song “I’ve Been Working on the Railroad” is two songs in one, linked by the medley “Dinah won’t you blow, . . .” (“Someone’s in the Kitchen with Dinah” was an old minstrel-show song.) It was first sung along the banks of Southern rivers as “I’ve Been Workin’ on the Levee,” and published in 1894 as “Levee Song.” Railroad workers adapted the words as they laid the miles of track that stretched across the country.

engine, or locomotive—pulls the train
open-top hopper—carries coal
covered hopper—carries bulk freight needing protection from the weather
stock car—carries cattle and other livestock
refrigerator car—carries perishables
caboose—acts as the train’s office and quarters for the crew

A W Train

Provide children with drawing paper, folded in thirds to create three vertical panels, and markers. In the first panel have them draw an engine; in the second, a freight car; and in the third, a caboose. Have children think of a “W” name for their engine and print that name on the engine. On the freight car, have them draw items that begin with the sound for *w*. On the caboose, have children write the letters *W/w*. Some children may also wish to make *W* crowns.

Can’t You Hear the Whistle Blowing?

Help children understand that a train’s whistle has different meanings. The conductor usually blows the whistle to tell the engineer when the train should stop or go. Display the signals below, and use a whistle to demonstrate them for children:

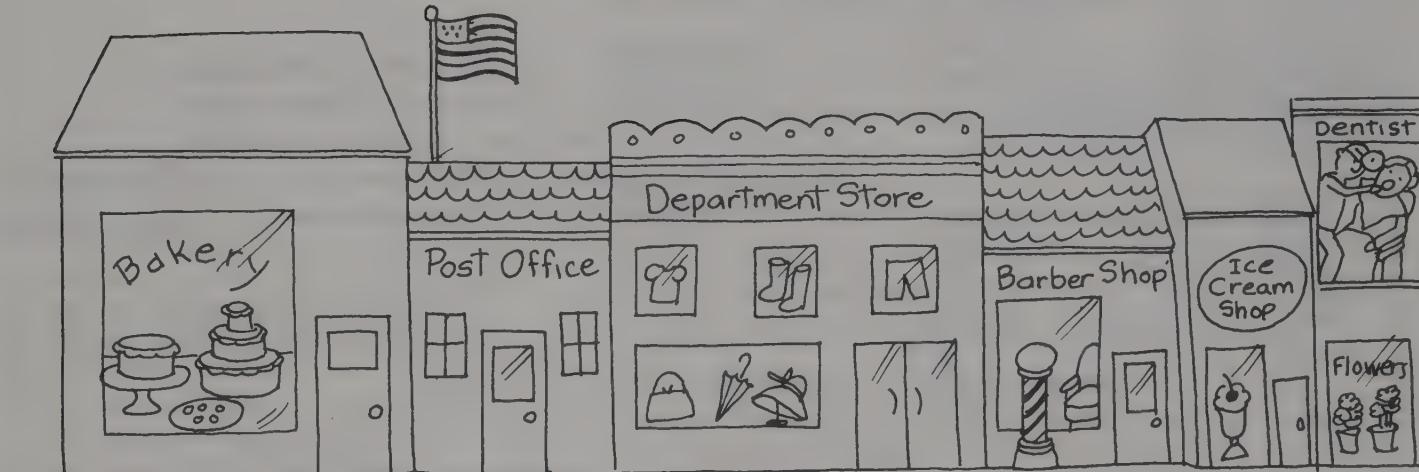
One short toot = Stop
Two long toots = Go ahead
One long toot = Train approaching the station
Three short toots = Stop at the next station

Establish four “stations” in the classroom, and have children place their hands on the hips of the child in front of them to form a human train. Signal with the whistle, when the engineer, the lead child, should start or stop the train. “Passengers” may board or get off the train at the stations. Replace the engineer after each circuit of the classroom.

Whole Language Experiences for “In and Out the Window”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children work together to plan and execute a town mural. (*Cooperative Learning*)



Children explore the neighborhood in order to create a map. (*Social Studies Link*)

Read with Mortimer Moose

Have children look through copies of the Little Game Books. Encourage children to name alphabet letters they can and to look for words that begin with the letters *A* through *W*. Children may also follow along as they listen to recordings of books in the Reading Corner or browse through the books in the Reading Corner on their own.

Let's Listen

Encourage children to listen to “In and Out the Window” on the Game Tape (Side B).

Window Shopping

Play the first verse of “In and Out the Window” on the Game Tape (Side B). Ask if children know what a village is (a small town). Then invite children to work together to plan and create a mural of a town on a sheet of butcher block paper, showing the store fronts. Encourage children to draw large windows on the stores and show what each store sells by drawing the items in the windows. Help children label the stores as needed.

Mapping Our Town

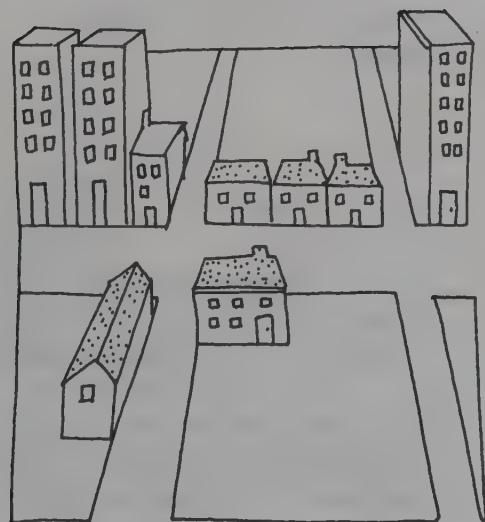
Help children develop an awareness of maps and their purpose by mapping the area surrounding the school. Take children on a field trip to note the buildings and places that are in close proximity to the school. Include on the map street names and buildings. If your school is in a residential area as opposed to in a town, mark the location of children's homes. Invite children to use their class map to give directions on how to get from one place to another.

Children work together to create a three-dimensional model of a town. (*Cooperative Learning*)

Step 1



Step 2



Children discriminate among printed words to play a game. (*Print Awareness*)

Create Your Own Village

Work with children to make a list of buildings they would expect to find in a town. List their suggestions on the chalkboard:

bakery	post office
florist	fire station
hardware store	police station
barbershop	hospital
grocery store	school
clothing store	gas station
restaurant	

Invite children to create a model village.

1. Provide children with empty milk cartons of various sizes, construction paper, scissors, and markers. Have children cover the milk cartons with construction paper, draw or cut out windows and doors, and label the buildings.

2. Help children lay out their village on butcher block paper, marking in roads. Children may wish to recreate their own town or create an imaginary village. In either case, help children label their village as needed.

Play "Word Memory"

Introduce children to other words that begin with the sound for *w*: *wagon*, *wig*, *wall*, *well*, *watch*, *witch*, and so on. Then tell children that they will use these words to play "Word Memory." Make two word cards for each *w* word to make up the playing cards for "Word Memory." Have children shuffle the cards and place them face down on a playing surface. Play continues as in "Memory" (See the Appendix for directions.) with children matching words instead of pictures.

Letters and Sounds

ALPHA-RHYME "W" CARDS

Have children find the Alpha-Rhyme cards that begin with the sound for w (wag, wake) and their rhyming cards. Have children arrange the cards by sets and note the common graphemic base in each set. Pronounce each base for children, and have them repeat it. Then have children add the beginning sounds to read the words.

SOUND TIME

Using the Alpha-Rhyme cards, have groups of children play "Sound Time." (See the Appendix for directions.)

MORTIMER'S LETTER RACE

Invite groups of children to play the long version of Mortimer's Letter Race. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Word Memory

Continue to have children play "Word Memory" to review words beginning with sounds for known letters and to introduce words beginning with sounds for new letters. Do not worry if children cannot read the words; the emphasis here is on letter to letter correspondence. Do, however, review the words first with children, having them repeat the words after you to listen for the beginning sounds.

Concluding the Lesson

What is big and gray and says "Choo, choo"? (a moose with a cold)



Invite children to:

- Share their favorite W activity with the class.
- Display their W artwork.
- Talk about their model village.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "W" stickers, and have children add them to their "My Own ABC Book."
- Enjoy "W" snacks such as watermelon.
- Share with children the video *Where the Wild Things Are* or *Whistle for Willie* or the filmstrips *A Weekend with Wendell* or *White Snow, Bright Snow*.



X Is an X-ray (song) X's and O's (game)

Focus:

- Listen to the song "X Is an X-ray"
- Play "X's and O's"
- Recognize the letters *X, x*
- Develop Print Concepts

Books for the Reading Corner

Asch, Frank. *Baby in the Box*. Holiday House, 1989.

* McKissack, Patricia C. *Flossie and the Fox*. Dial, 1986.

* McPhail, David. *Fix-it*. Dutton, 1984.

Moncure, Jane B. *My "X, Y, Z" Sound Box*. Child's World, 1979.

* Dr. Seuss. *The Lorax*. Random House, 1971.

* Available as Read-Alongs

Recordings and Visuals

"Alligators All Around" (from *Really Rosie* by Maurice Sendak. Music by Carole King; also available as an animated video from Weston Woods).

Fix-it (Sound filmstrip from Live Oak Media).
Flossie and the Fox (Animated video from Weston Woods).

KIT MATERIALS:

- Mortimer Moose
- Tape 6B
- Crown X
- Chart for "X Is an X-ray"
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Moose Match-Up
- Mortimer's Letter Race

X-tra, x-tra! Read all about it!



Play the traditional ABC Song on Tape 6B as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter X

When I go to the dentist, the dentist takes an x-ray of my teeth.



Place Crown X on Mortimer's head, and identify the letter *X* for children. Explain that *X* is the letter that comes after *W* in the alphabet. Review the letters *A* through *X* with children using page 27 of the Flip Book. Then have children recite the letters *A* through *X* with you. Tell children that the letter *X* stands for the sound heard at the beginning of the word *X-ray*.

Have children:

- Say *X-ray* several times, listening for the beginning sound.
- Tell what they know about *x-rays*.

Responding to Music

Tell children that the next song they will listen to is "X Is an X-ray." Invite children to listen as you play "X Is an X-ray" on Tape 6B.

Have children:

- Listen for the other things that *X* is and tells.
- Sing along as you play "X Is an X-ray" again.
- Make an "X" with their fingers each time they say "X" as they sing along with the tape.

Display the chart for "X Is an X-ray." Read the song aloud, pointing to the words as you do so.

Have children:

- Read with you the song title: "X Is an X-ray."
- Frame the word *X-ray* in the title.
- Frame the capital *X*'s in the title.

Developing Print Concepts

Demonstrate how to form the letters *X* and *x* on the chalkboard.

Help children:

- Note that capital *X* and small *x* differ in size.
- Find the letters *X* and *x* in words on the chart for “*X* Is an *X-ray*.”
- Find the word *x-ray* in the verse.
- Discuss what a *xylophone* is.

Play “*X* Is an *X-ray*” once again.

Reinforcing the Letter *X*

Display page 24 of the Flip Book. Tell children that the game for the *X* is “*X*’s and *O*’s.”

Have children:

- Identify the letters *X* and *x*.
- Tell what they know about the game the children in the picture are playing.

Read the verse printed on page 24 for children.

Have children:

- Tell how many children can play the game “*X*’s and *O*’s” at one time.
- Find the game title twice in the verse.
- Follow along as you reread the verse.

Invite children to choose partners to play “*X*’s and *O*’s.” Then teach children to play “*X*’s and *O*’s” using the directions on page 24A.

Language Experiences: Playing a Game

Play the contemporary version of the ABC Song on Tape 6B to signal the end of play.

Whole Language Experiences for “X Is an X-ray”

Tracing and writing letters help children become familiar with their forms. (*Print Awareness*)

Children follow a map to locate a treasure. (*Social Studies Link*)

Children engage in functional writing to create signs. (*Print Awareness*)

A Border of X's

Display the chart for “X Is an X-ray.” Have children use colored markers to trace over the letters *X* and *x* in the title and in the words of the song. Invite children to border the chart with capital and small *x*’s.

Let’s Listen

Encourage children to listen to “X Is an X-ray” on Tape 6B. You might also suggest that they once again listen to the alphabet song “Alligators All Around” (from *Really Rosie*).

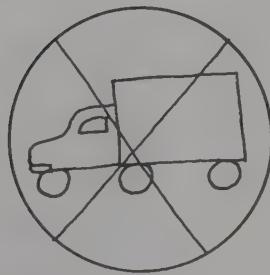
X Marks the Spot

Remind children that the song tells them that “X is a mark to point out a spot.” Then ask children if they have ever seen a treasure map. Elicit or explain that the “x” on a treasure map tells where the treasure is buried. Stage a treasure hunt in the classroom. Make a simple outline map of the room and then hide Mortimer Moose somewhere in the classroom. Mark the spot with an “X” on the map. (You might wish to use a self-adhesive, removable note with an *x* on it to mark the spot so that the map can be reused for additional treasure hunts.)

X Is a Picture

Have children recall that the song also tells them that “X is a picture that says do not.” If possible, display a bottle that has the “Skull and Crossbones” warning label. Point out to children that this symbol tells people that they should not eat or drink this product, that it is very dangerous and could kill them. Then invite children to make their own *do not* pictures. Help children label the pictures as needed:

- Do not run.
- Do not ride bikes here.
- Do not walk on the grass.
- Do not park.
- No trucks allowed.



Whole Language Experiences for "X's and O's"

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children use alternate writing methods to model letter forms. (*Print Awareness*)

Children work together to play a pencil and paper game. (*Cooperative Learning*)

Children create new verses for the bounce-ball rhyme. (*Phonemic Awareness*)

Illustrating words helps children reinforce sound-symbol relationships. (*Phonemic Awareness*)

Read with Mortimer Moose

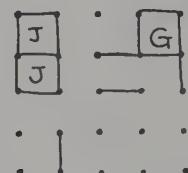
Have children work with partners to look through copies of the Little Game Books. Encourage children to name letters they can and to look for words that begin with the letters *A* through *X*. Children may also follow along as they listen to recordings of books in the Reading Corner or browse through the other books in the Reading Corner on their own.

X's from Craft Sticks

Invite children to form capital and small *x*'s by gluing together craft sticks. You might wish to cut some of the craft sticks in half for the small *x*'s. Some children may also wish to make their own *X* crowns.

More Paper and Pencil Fun

Invite children to learn another paper and pencil game. Place five rows of five dots on a sheet of paper. Work with pairs of children to show them how to take turns connecting two dots. The object of the game is to "win" or make a square, marking your win with your first initial. If a player is able to win a square, he connects two more dots. The person with the most squares at the end of the game is the winner.



X, My Name Is Rex

Tell children that very few words begin with the sound for *x*. Point out to children that this could cause problems for games like the bounce-ball game "A, My Name Is Amy." Suggest instead that children use words that end with the sound for *x*: Rex, Beatrix, Phoenix, box(es).

X at the End

Recall with children that few words begin with the sound for *x* and that the sound for *x* is usually heard at the end of a word. Then list the following words on chart paper and read them aloud: *ax, wax, ox, fix, mix, six, box*, and *fox*. Invite children to illustrate and label one of the words. Bind the drawings together for an "X at the End" book.

Letters and Sounds

PUZZLE WORDS

Have pairs of children work an alphabet puzzle, naming the letters. Provide word cards for *fox*, *box*, *six*, *fix*, and *mix*. Have children form the words using letters from the alphabet.

MOOSE MATCH-UP

Put out the sound boards and markers for Moose Match-Up (Letter). Have children who already know most of the letters of the alphabet play the game. (See the Appendix for directions.)

MORTIMER'S LETTER RACE

Invite groups of children to play the long version of Mortimer's Letter Race. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

X at the End

Continue to have children think of consonant sounds at the end of words. Children might wish to create "End Sound Books" for the letters *b*, *d*, *f*, *g*, *k*, *l*, *m*, *n*, *p*, *r*, *s*, *t*, and (after it is introduced) *z*. Children may also wish to attempt writing "end sound verses" for the bounce-ball rhyme "A, My Name Is Amy" for these letters as well.

Concluding the Lesson

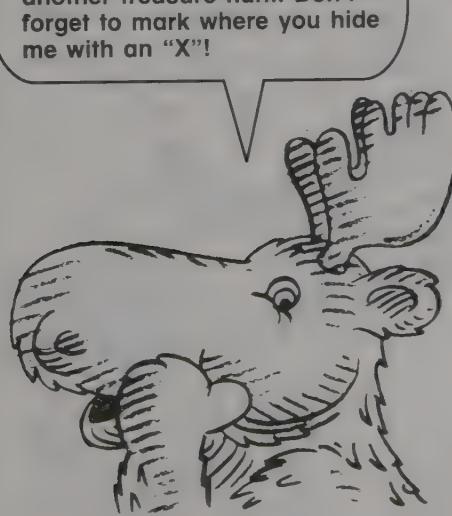
Let's celebrate by having another treasure hunt. Don't forget to mark where you hide me with an "X"!

Invite children to:

- Share their favorite *X* activity with the class.
- Display their *X* artwork.
- Share their "*X* at the End" book.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "X" stickers, and have children add them to their "My Own ABC Book."
- Share with children the filmstrip *Fix-it* or the video *Flossie and the Fox*.



Y

Yankee Doodle (song)

Yo-yo (game)

Focus:

- Listen to the song "Yankee Doodle"
- Play "Yo-yo"
- Recognize the letters *Y, y*
- Develop Print Concepts

Books for the Reading Corner

Bangs, Edward. *Yankee Doodle*. Four Winds, 1976.

King, Mary B. *Yankee Doodle Comes to Town*. Coach House, 1975.

Marshall, James. *Yummers*. Houghton, 1973.

* Dr. Seuss. *Yertle the Turtle and Other Stories*. Random House, 1958.

Yo-yo Trick Books:

Malk, George. *The One and Only Yo-Yo*. Avon Books, 1978.

Zeiger, Helane. *World on a String*. Contemporary Books, Inc. 1979.

* Available as Read-Alongs

Recordings and Visuals

"You'll Sing a Song and I'll Sing a Song" (from *Corner Grocery Store* by Raffi).

"If You're Happy and You Know It" (from *If You're Happy and You Know It, Sing Along with Bob*, Volume 1, by Bob McGrath).

Yankee Doodle (Video from Weston Woods).

Yertle the Turtle and Other Stories (Sound filmstrip from Random House).

KIT MATERIALS:

- Mortimer Moose
- Tape 7A
- Crown Y
- Chart for "Yankee Doodle"
- *Moose on the Loose: A Game Book (Flip Book and Little Game Books)*
- Alpha-Rhyme Cards
- Moose Match-Up
- Mortimer's Letter Race

What letter asks a question?
("Y")



Play the traditional ABC Song on Tape 7A as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter Y

"Yankee" is a kind of nickname. Sometimes people from other countries call people who live in the United States, yankees.



Place the Y crown on Mortimer's head and identify the letter Y for children. Tell children that the letter Y is the next to the last letter in the alphabet. Recite the letters A through Y with children. Explain that the letter Y stands for the sound at the beginning of the word *Yankee*.

Have children:

- Say *Yankee* several times, listening for the beginning sound.
- Name other words that begin with the same sound as *Yankee*: *you, yellow, yardstick, yo-yo*.

Responding to Music

Tell children that the next song they will listen to is "Yankee Doodle." Explain that "Yankee Doodle" is a very old song that was sung during the War of Independence, when the United States was formed. Have children listen as you play "Yankee Doodle" on Tape 7A.

Have children:

- Sing along as you play "Yankee Doodle."
- Listen for the names of two captains that fought in the War of Independence: Captain Goodin and Captain Washington.
- March around the room while listening to the song.

Display the chart for "Yankee Doodle." Point to the words as you read the song aloud.

Have children:

- Read with you the song title: "Yankee Doodle."
- Frame the word *Yankee*.
- Understand that *Yankee* is a nickname for an American.

Developing Print Concepts

Demonstrate how to form the letters *Y* and *y* on the chalkboard.

Help children:

- Recognize the difference in the stem of the capital *Y* and the small *y*.
- Find the letters *Y* and *y* in words on the chart.
- Frame the phrase *Yankee Doodle* each time it appears in the verse.
- Find the letters *Y* and *y* in classroom signs.

Play "Yankee Doodle" once again.

Display page 25 of the Flip Book. Tell children that the game for *Y* is "Yo-yo."

Have children:

- Identify the letters *Y* and *y*.
- Tell what they know about yo-yos.
- Say the word *Yo-yo* several times, listening for the beginning sound.

Read the verse printed on page 25 for children.

Have children:

- Find the word *Yo-yo* in the verse.
- Find the word *you* in the verse.
- Say the word *you* several times, listening for the beginning sound.

Have on hand several yo-yos for children to examine. Then demonstrate how to make a yo-yo go up and down for children. Teach children how to do some yo-yo tricks using the directions on page 25A.

Language Experiences: Playing a Game

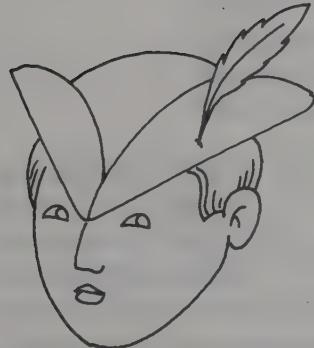
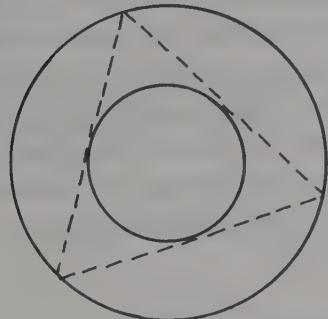
Play the contemporary version
of the ABC Song on Tape 7A to
signal the end of play.

Whole Language Experiences for "Yankee Doodle"

Children trace letters to become familiar with their forms and label items to associate pictures with words. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Children examine colonial clothing as they listen to a story. (*Social Studies Link*)



Y is for Yankee Doodle

Display the "Yankee Doodle" chart. Have children use markers to trace the letters *Y* and *y* in the words of the song. Place a *Y/y* chart beside the song chart. Have children illustrate the song on the *Y/y* chart and label the items they draw: Yankee Doodle, town, pony, feather, cap.

Let's Listen

Encourage children to listen to "Yankee Doodle" on Tape 7A. Suggest also that they listen to "You'll Sing a Song and I'll Sing a Song" (from *Corner Grocery Store*) and "If You're Happy and You Know It" (from *If You're Happy and You Know It, Sing Along with Bob*, Volume 1).

Make a Colonial Hat

Borrow the book *Yankee Doodle* from the Reading Corner, and invite children to read the book with you. Then examine the illustrations with children. Help them distinguish between articles of clothing worn by people long ago and articles of clothing worn by people today. In particular, point out the tri-cornered hat that was popular in colonial times.

Then invite children to make their own tri-corner hats, like the one Yankee Doodle wore. You will need butcher block paper, or a large, supermarket paper bag for each child. Cut out a circle about twelve inches in diameter. Then cut a hole in the center about nine inches in diameter, leaving a three inch brim.

Have children paint the brim blue. Place the "blue side" face down on a tabletop and fold back the brim along the dotted lines. Children may then glue construction paper feathers to their hats.

Children engage in oral language to name holidays and create a class scrapbook of holidays. (*Cooperative Learning/Social Studies Link*)

A Yankee Doodle Day

Tell children that the United States was once ruled by England. Explain that the colonists, or people living in the United States, declared that they no longer wanted England to rule them on July 4, 1776. The colonists had to fight a war to win their freedom. The song "Yankee Doodle" was sung during this war. Captain Washington was made the first President of the United States, and the United States' birthday became the Fourth of July.

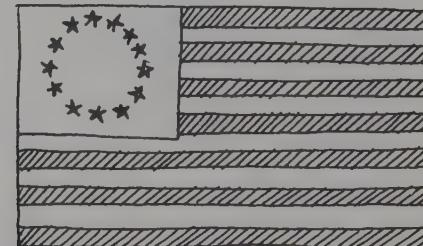
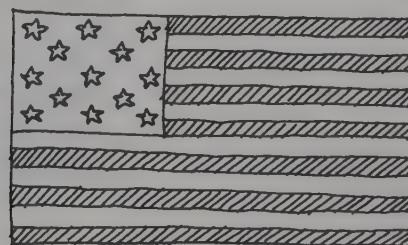
Encourage children to tell how they celebrate the Fourth of July. (fireworks, parades, flags, banners, and so on) Then create a chart entitled American Holidays. Begin the list with the Fourth of July. Help children name other American holidays, such as: the birthdays of George Washington, Abraham Lincoln, and Martin Luther King, Jr.; Memorial Day; Flag Day; Labor Day; Columbus Day; Veteran's Day; and Thanksgiving. Discuss with children each holiday. Then invite children to make a scrapbook of American holidays. Place the scrapbook in the Reading Corner.

Children create their own patterns for a flag. (*Math Link*)

Making a Flag

Display the United States flag. Point out that the flag has fifty stars, one for each state in the United States, and thirteen stripes, one for each of the first thirteen colonies, or states. Tell children that the first flag had only thirteen stars, and that as more states were added, more stars were added to the flag. Invite children to draw pictures of what they think the first United States flag looked like. Then have them compare their drawings to pictures of our country's first flags. Children may also wish to design a class or school flag.

DID YOU KNOW?
British troops sang "Yankee Doodle" to mock the Continental Army in the War of Independence. However, the song was adopted by the colonists. The melody existed before the lyrics as "The Yankee Tootle" or "The Yankee Doodle," meaning the American tune that has no words. Early verses were attributed to a British surgeon, Dr. Shuckburgh. This claim is disputed, however, and the lyrics are now attributed to Edward Bangs, 1775. Verses were varied and numerous (as many as 180 different verses) and were dictated by current political events or situations.



Whole Language Experiences for "Yo-yo"

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Manipulative materials help children reinforce sound-symbol relationships. (*Print Awareness/Phonemic Awareness*)

Children engage in functional writing to request materials. (*Print Awareness*)

Read with Mortimer Moose

Have children look through copies of the Little Game Books. Encourage them to name alphabet letters they can and to look for words that begin with the letters *A* through *Y*. Children may also follow along as they listen to recordings of books in the Reading Corner, look through the class-made scrapbook of American Holidays, or browse through the books in the Reading Corner on their own.

Yo-yo Y's

Have children say the word *yellow* several times, listening for the beginning sound. Then provide children with yellow, construction-paper circles. Have children write the letters *Y* and *y* on the circles. Then have them glue the circles onto sheets of drawing paper. Children may then glue a length of string to the circle and drawing paper to make "paper" yo-yos. Encourage children to print the words *yellow yo-yo* on their papers. Children may also enjoy making their own *Y* crowns.

More Yo-yo Tricks

Borrow from the Reading Corner the book *World on a String* or *The One and Only Yo-Yo*. Browse through the book with children, discussing the illustrations and the tricks pictured. Then work with children to choose another yo-yo trick to learn. Provide children with opportunities to practice yo-yoing and yo-yo tricks.

Children may also wish to write a class letter to the Yo-Yo Players International. This group holds several yo-yo contests a year. They also sell a book called the *Duncan Yo-Yo Trick Book* for one dollar.

The Yo-Yo Players International
801 Lynn Avenue
Baraboo, Wisconsin 53913

Children play a word categorization game to practice sound-symbol relationships. (*Print Awareness/Phonemic Awareness*)

Play “You Name It”

Invite children to play a word categorization game called “You Name It.” Introduce the game by writing the word *play* on the chalkboard and reading it aloud for children. Then write the letters *p*, *l*, *a*, and *y*, one beneath the other, on chart paper as shown below. List column headings such as *food*, *color*, *song*, and *game* across the paper. Then work with children to add words that begin with the sounds for *p*, *l*, *a*, and *y* to the columns. Help children realize that they will not always be able to add a word in each space.

	food	color	song	game
p	potato	pink	Pawpaw Patch	Pin the tail on the Donkey
l	lemon	lime green	Mary Had a Little Lamb	London Bridge
a	apple	amber	April Showers	A, My Name Is Amy
y	yogurt	yellow	Yankee Doodle	yo-yo

Children employ measurement in preparing foods. (*Math Link*)

Make Yogurt Smoothies

If children named yogurt as a food while playing “You Name It,” point to the word and read it aloud with children. If children did not name yogurt as a food, tell them that *yogurt* is another word that begins with the sound for *y*. Have children say *yogurt* several times, listening for the beginning sound. Then invite children to make yogurt smoothies for snack time. Display the following list of ingredients, and read them aloud with children:

2 sliced bananas
2 cups strawberries (Thaw and drain frozen berries.)
1 cup milk
1 cup plain yogurt

Elicit children’s assistance in combining the fruit, milk, and yogurt in a blender. Blend until smooth. Repeat the recipe in batches to accommodate class size.

Letters and Sounds

MEMORY

Using the Alpha-Rhyme cards, have children play "Memory." (See the Appendix for directions.) Since two cards for each graphemic base are needed for "Memory," two sets of children may play at the same time.

MOOSE MATCH-UP

Invite a group of children to play Moose Match-Up (Beginning-sound). (See the Appendix for directions.)

MORTIMER'S LETTER RACE

Invite groups of children to play the long version of Mortimer's Letter Race. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

You Name It

Continue to help children make and complete "You Name It" charts. The word *play* can be substituted with a word of your choosing or one supplied by children. The column headings can also be changed or expanded on. You might add columns for animals, people's names, places, plants, toys, and so on. "You Name It" helps children develop categorizing skills as well as review letters of the alphabet and the sounds for which the letters stand.

Concluding the Lesson

We can play "You Name It" with our names. Let's try my name first.



Invite children to:

- Share their favorite *Y* activity with the class.
- Display their *Y* artwork.
- Share their American Holiday scrapbook.
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "Y" stickers, and have children add them to their "My Own ABC Book."
- Enjoy "Y" snacks such as "Yogurt Smoothies."
- Share with children the video *Yankee Doodle* or the sound filmstrip *Yertle the Turtle and Other Stories*.

Z

Going to the Zoo (song) Z, My Name Is Zeke (game)

Focus:

- Listen to the song “Going to the Zoo”
- Play “Z, My Name Is Zeke”
- Recognize the letters Z, z
- Develop Print Concepts

Books for the Reading Corner

Hoffman, Mary. *Zebra*. Raintree, 1985.

* Lopshire, Robert. *Put Me in the Zoo*. Beginner Books, 1960.

Van Allsburg, Chris. *The Z Was Zapped*. Houghton, 1987.

* Dr. Seuss. *If I Ran to the Zoo*. Random House, 1950. Caldecott Honor.

Dr. Seuss. *On Beyond Zebra*. Random House, 1955.

* Steig, William. *The Zabajaba Jungle*. Farrar, 1987.

Gibbons, Gail. *Zoo*. Harper, 1987.

* Available as Read-Alongs

Recordings and Visuals

“Alligators All Around” (from *Really Rosie* by Maurice Sendak. Music by Carole King; also available as an animated video from Weston Woods).

If I Ran to the Zoo and *The Z Was Zapped* (Videos from Spoken Arts).

Put Me in the Zoo (Sound filmstrip from Random House).

The Zabajaba Jungle (Sound filmstrip from Weston Woods).

Zoo (Sound filmstrip from Live Oak Media).

KIT MATERIALS:

- Mortimer Moose
- Tape 7B
- Crown Z
- Chart for “Going to the Zoo”
- *Moose on the Loose: A Game Book* (Flip Book and Little Game Books)
- Moose Match-Up
- Alpha-Rhyme Cards
- Mortimer’s Letter Race

Have we reached the end of the alphabet already?



Play the traditional ABC Song on Tape 7B as children assemble for a meeting of Mortimer's ABC Club.

Introducing the Letter Z

What's black and white and red all over?
(a zebra wearing red pajamas.)



Place Crown Z on Mortimer's head, and identify the letter Z for children. Explain that Z is the last letter of the alphabet. Review the letters A through Z with children using page 27 of the Flip Book. Then have children recite the letters A through Z with you. Tell children that the letter Z stands for the sound heard at the beginning of the word *Zoo*.

Have children:

- Say *Zoo* several times, listening for the beginning sound.
- Tell what they know about *zoos*.
- Name an animal they might see at a zoo whose name begins with the sound for z: *zebra*.

Responding to Music

Tell children that the next song they will listen to is "Going to the Zoo." Invite children to listen as you play "Going to the Zoo" on Tape 7B.

Have children:

- Listen for the animals the children will be seeing at the zoo: elephant, monkey, black bear, seal.
- Sing along as you play "Going to the Zoo" again.
- Pantomime the actions of the animals or the singer as they sing along with the tape.

Display the chart for "Going to the Zoo." Read the song aloud, pointing to the words as you do so.

Have children:

- Read with you the song title: "Going to the Zoo."
- Frame the word *Zoo* in the title.
- Count the number of words in the title.

Developing Print Concepts

Demonstrate how to form the letters *Z* and *z* on the chalkboard.

Help children:

- Note that capital *Z* and small *z* are written the same, except that one is smaller than the other.
- Find the letters *Z* and *z* in the words on the chart for “Going to the Zoo.”
- Count how many times the word *zoo* appears in the verse.

Play “Going to the Zoo” once again.

Display page 26 of the Flip Book. Tell children that the game for the *Z* is “*Z, My Name Is Zeke*.”

Have children:

- Identify the letters *Z* and *z*.
- Say *Zeke* several times, listening for the beginning sound.
- Note that *Moose on the Loose: A Game Book* ends with the same game with which it began.

Read the verse printed on page 26 for children.

Have children:

- Frame the words that begin with the letter *z*.
- Say the words *Zeke, Zoe, Zambia*, and *zebras* several times, listening for the beginning sounds.
- Follow along as you reread the verse.
- Explain how the game “*Z, My Name Is Zeke*” should be played.

Invite children to play “*Z, My Name Is Zeke*.” (See the directions on page 26A.)

Language Experiences: Playing a Game

Play the contemporary version of the ABC Song on Tape 7B to signal the end of play.

Whole Language Experiences for “Going to the Zoo”

Tracing and writing letters help children become familiar with their forms. (*Print Awareness*)

Listening to selected songs helps children distinguish sounds. (*Phonemic Awareness*)

Innovating on text helps children become aware of language patterns. (*Print Awareness*)

A Border of Z's

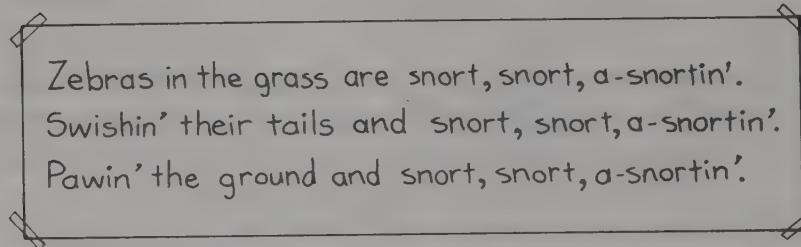
Display the “Going to the Zoo” song chart. Have children use colored markers to trace over the letters Z and z in the title and in the words of the song. Invite children to border the chart with capital and small z's.

Let's Listen

Encourage children to listen to “Going to the Zoo” on Tape 7B. You might also suggest that they listen once again to the alphabet song “Alligators All Around” (from *Really Rosie*).

Zoo Innovations

Invite children to listen and sing along with “Going to the Zoo” once again. Then help them create a new verse for a different zoo animal, a zebra. Have children say *zebra* several times, listening for the beginning sound. Then place a piece of paper over the first five lines of the chart for “Going to the Zoo” and add children’s new lines as they are decided upon.



Zebras in the grass are snort, snort, a-snortin'.
Swishin' their tails and snort, snort, a-snortin'.
Pawin' the ground and snort, snort, a-snortin'.

We can stay all day.
We're going to the zoo, zoo, zoo.
How about you, you, you.
You can come too, too, too.
We're going to the zoo, zoo, zoo.

Children may also enjoy creating additional verses for other zoo animals such as lions, tigers, peacocks, camels, alligators, and so on.

Making a Zoo Book

Provide each child with a sheet of drawing paper. Have them draw their favorite zoo animal on the paper and label it. Then combine children’s drawings to make a classroom book of zoo animals. Add the book to the Reading Corner.

Children compile drawings to make a class book. (*Print Awareness*)

Children engage in functional writing to invite stuffed animals to school. (*Print Awareness*)

A Classroom Zoo

Invite children to talk about the various kinds of stuffed animals they have at home. Then ask children if they would like to bring their favorite stuffed animals to school — for the day — to make a classroom zoo. Encourage children to write invitations to the animals they would like to bring. Children may use a combination of words and pictures in their invitations. You may wish to place the following invitation frame on the chalkboard as a model:

Dear _____
You are invited to come to school on _____.
Your Friend, _____



Children explore books to learn about the natural habitats of animals. (*Science Link*)

Tagging Animals

When children bring their stuffed animals to school, have available name tags on which children can write their own names as well as the names of their animals. Provide children with an opportunity to introduce their animals to the class and to tell something about them.

Zoo Backdrops

Have children think about the animals they have brought to school for the classroom zoo. Encourage children to tell about the kinds of places these animals would live if they were real animals. Then invite children to draw pictures of their animals' homes. If possible, have available several animal picture books children can refer to for ideas. Place them along a windowsill or shelf. Children may then keep their stuffed animals on top of the drawings to simulate the classroom zoo.

Whole Language Experiences for “Z, My Name Is Zeke”

Children role play being readers as they explore books in the Reading Corner. (*Access to Literature*)

Children use alternate writing methods to model letter forms. (*Print Awareness*)

Children express their ideas as they share an alphabet book. (*Language Experiences*)

Children work together to run relay races. (*Cooperative Learning*)

Read with Mortimer Moose

Have children work with partners to look through copies of the Little Game Books. Encourage children to look for words that begin with the letters A through Z. Children may also follow along as they listen to recordings of books in the Reading Corner, look through the classmade Zoo Book, or browse through the other books in the Reading Corner on their own.

Zigzag Z's

Provide children with paper, glue, and strips of rick-rack ribbon. Have children use glue to write the letters Z and z on the paper. Then have children place the rick-rack ribbon on the glue to form zigzag z's. Some children may also wish to make their own Z crowns.

From A to Z

Borrow from the Reading Corner the book *The Z Was Zapped* by Chris Van Allsburg. Share this unusual alphabet book with children, inviting them to guess at the author's descriptions for the next letter of the alphabet.

Zigzag Relay Races

Write the word zigzag on the chalkboard. Have children say the word zigzag several times, listening for the beginning sound. Then have children frame the z's in the word. Tell children that a zigzag is a design that looks like a z. A lightning bolt might have a zigzag design. Then invite children to participate in a Zigzag Relay Race. Have children form three teams; Zip, Zap, and Zoom. Set up for each team a series of three to four blocks, set at four foot intervals. Have the first member of each team zigzag, or weave, through the course and back again to tag the next runner in the line.

Children learn about zebras as they listen to a story. (*Science Link*)

Children become aware of patterns in nature. (*Science Link*)



Learning About Zebras

Borrow from the Reading Corner the book *Zebra* by Mary Hoffman. Share the book with children so that they can learn more about zebras in their natural habitats. Point out in particular, that each zebra is unique in that its stripes are different from every other zebra.

Zebra Stripes Are Like Fingerprints

Remind children that each zebra has a different pattern of stripes, just as people have different fingerprints. Help children understand the uniqueness of a zebra's stripes by experimenting with fingerprints.

Have each child press the fingers and thumb of the right hand onto an ink pad and then onto a poster. List children's names by their prints. Then have children make duplicate sets of prints on pieces of paper. Challenge children to match the prints on the papers to those on the poster.

Thumbprint Zebras

Have children press their thumbs onto an ink pad and then onto a sheet of drawing paper. Then have children add a head, four legs, and a tail to make a thumbprint zebra. Ask children to label their drawings. Children might also want to experiment with other thumbprint animals.



Z, My Name Is Zeke

Invite children to play "A, My Name Is Amy," by turning the bounce-ball game into a circle game. Have children sit in a circle. Start the game by saying "A, my name is Amy. My husband's name is Amos. We live in Asia and we sell acorns." Point to the next child in the circle and say "B." That child should respond with the same verse, substituting the *A* words with *B* words and so on around the circle. If a child becomes stumped at a letter, encourage assistance from other children in the circle.

Children demonstrate an understanding of sound-symbol relationships. (*Phonemic Awareness*)

Letters and Sounds

END SOUNDS

Have children tell if the sound for *z* appears at the beginning or end of each of the following words: zebra, buzz, zipper, zoom, fizz, zero, fuzz, topaz, zap, and quiz.

GO FISH

Using the Alpha-Rhyme cards, teach small groups of children how to play "Go Fish." (See the Appendix for directions.)

MOOSE MATCH-UP

Reinforce end sounds by having groups of children play Moose Match-Up (End-sound). (See the Appendix for directions.)

MORTIMER'S LETTER RACE

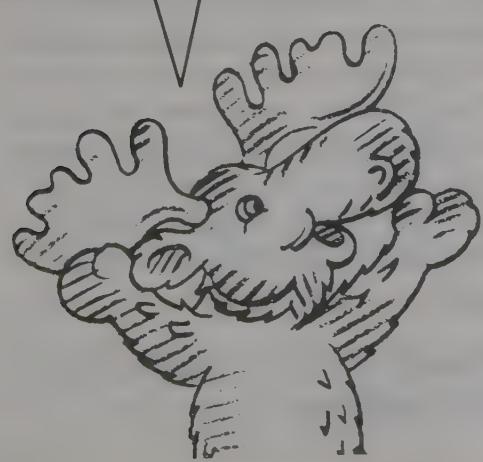
Invite groups of children to play the long version of Mortimer's Letter Race. (See the Appendix for directions.)

FOLLOW-UP

On-Going Activity

Concluding the Lesson

Spread open your fingers.
Put your thumbs on your head,
over your ears.
Now wave one hand.
You're a moose waving good-bye!



Word Charades

Introduce children to a simple form of "Charades." Have a volunteer draw a card from a deck of word cards and show it to you. If the child cannot read the word, whisper it to him or her. Then have the child act out the word for the other children. Children must guess the word being performed and the letter with which it begins.

Invite children to:

- Share their favorite *Z* activity with the class.
- Display their *Z* artwork.
- Share their "Zoo Books."
- Share a favorite book from the Reading Corner.

Help children celebrate their success:

- Award "Z" stickers, and have children add them to their "My Own ABC Book."
- Enjoy "Z" snacks such as fresh zucchini or a "zesty" cracker spread.
- Share with children the video *The Z Was Zapped* or one of the other videos or filmstrips listed in Recordings and Visuals.

Appendix 1: Directions for Games

CARD GAMES

ALPHA-RHYME: Players form a chain by matching cards they've been dealt to those on the playing surface. Matches are made when picture names rhyme or when letters of the alphabet are the same.

Two to four players (Independent Play)

Set-up: Each player is dealt five rhyming cards. The cards may be hand held or placed in a card holder. The remainder of the deck is placed face down on the playing surface. One card is placed face up on the playing surface.

Play: Player 1 surveys the cards in his or her hand and attempts to "link" one of the cards to the card on the playing surface. For example, if the card on the playing surface is *bat*, a card that rhymes with *bat* or begins with the same consonant sound as *bat* may be linked, or placed, beside this card. If Player 1 can make a match, he or she describes the match made, e.g. "*Hat* rhymes with *bat*," and places the card on the playing surface beside *bat*. If Player 1 cannot make a match, he or she draws another card and awaits his or her next turn. Player 2 then tries to link one of his or her cards to the card(s) now on the playing surface. For example, if Player 1 linked *bag* to *bat*, Player 2 may put down a card that rhymes with *bag* or *bat* or put down a card that begins with initial consonant letter *b*. If Player 2 cannot use a card from his or her hand, Player 2 draws another card from the deck. As the cards are linked together, players may link cards to any exposed side of another rhyming card. Play continues until a player gets rid of all his or her cards to win the game.

SOUND TIME: With the focus on beginning sounds as well as on rhyming parts, players try to "go out" by making a match with the top card in a discard pile.

Three to four players (Independent Play)

Set-up: Each player is dealt five rhyming cards. These cards may be hand held or placed in a card holder. The remainder of the deck is placed face down on the playing surface, and the top card is turned over and placed face up, as the discard pile, on the playing surface.

Play: Player 1 names the picture on the playing surface and tries to make a rhyming/initial consonant sound match with that picture. For example, if the starting card is *bat*, Player 1 may say, "I have a picture that rhymes with *bat*. It is *cat*." or "I have a picture whose name begins with the same sound as *bat*. It is *bag*." In either case, Player 1's card is placed in the discard pile and becomes the new card players must match. If Player 1 cannot use a card from his or her hand, another card is drawn from the deck. Play continues until a player gets rid of all his or her cards or until the "draw" pile is depleted. If the draw pile is depleted, the player with the fewest cards wins.

MEMORY: With the emphasis on rhyming parts, this "concentration" game is played with half the deck, so that there are only two cards for each graphemic base.

Two to four players (Independent Play)

Set-up: Rhyming cards are placed face down on a table or desk top in rows and columns.

Play: Player 1 turns over two cards and says the picture names. If the picture names rhyme, Player 1 removes the matched pair from the playing surface and takes another turn. If no match is made, the cards are turned back over, face down, on the playing surface. Player 2 now attempts a match. The player with the most matched pairs at the end of the game wins.

GO FISH: This is the traditional Go-Fish game, but with a sound-letter variation.

Three to four players (Independent Play)

Set-up: Each player is dealt five rhyming cards. Cards may be hand held or placed in a card holder. The remainder of the deck is placed face down on the playing surface.

Play: All players survey their cards for rhyming words. The “matches” are placed face down before the player(s). Player 1 then tries to make a match with his or her remaining cards by asking any other player, for example: “Andy, do you have a card that rhymes with *bat*.” If “Andy” has such a card, he gives it to Player 1. If “Andy” does not have such a card, he instructs Player 1 to “Go fish,” or draw another card. Player 2 then tries to make a match with any other player. Play continues until one player gets rid of all his or her cards.

MORTIMER'S LETTER RACE

As players draw letter cards, they move playing pieces on the gameboard to the matching letter.

Two players (Independent Play)

Materials: Mortimer's Letter Race gameboard; alphabet cards; playing pieces

Set-up: Each player places his or her playing piece on START. The deck of cards is placed face down on the indicated spot on the gameboard.

Play: This game consists of 53 spaces. Beginning with START, the spaces on the board run through the alphabet twice. Children draw from a deck of 26 alphabet cards. A child draws a card, calls out the letter and moves to that space on the gameboard. The first child to reach the last letter Z wins the game. If children should run out of “draw” cards, turn the deck over.

Variation for longer play: If a child draws a shaded vowel card, he or she is sent backwards along the route.

MOOSE MATCH-UP

LETTER: This game is similiar in play to Bingo. Letters are called out, and players place markers over those letters if they appear on their cards.

Two to six players (Supervised Play)

Materials: Moose Match-up Set 1 (or Moose Match-up Set 2); markers

Set-up: Each player is given a card and eight markers.

Play: The teacher calls out a letter name. Players then survey their cards to see if that letter appears on their cards. If a player has that letter on his or her card, the player places a marker over the letter. The first player to cover all the letters on his or her card wins. That player announces the win by calling out, "Moose!"

Teachers may randomly call out the following letter names for the cards:

Set 1: *c, h, j, m, q, r, s, v, w, y, z*

Set 2: *b, d, f, g, k, l, n, p, t, x*

BEGINNING-SOUND: As words are called out, players must identify the letters with which those words begin.

Two to six players (Supervised Play)

Materials: Moose Match-Up Set 1 (or Moose Match-Up Set 2); markers

Set-up: Each player is given a card and eight markers.

Play: The teacher asks children to listen carefully for the beginning sound in a word that he or she will now say. The teacher then calls out a word. Players survey their cards to see if the letter that stands for the beginning sound in the word appears on their cards. If a player has that letter on his or her card, the player places a marker over the letter. The first player to cover all the letters on his or her card wins. That player announces the win by calling out, "Moose!"

Teachers may randomly call out the following words for the cards:

Set 1: cat house jet man queen rug sun van wagon yellow zebra

Set 2: boat dog fan game kite lion net pond ten x-ray

END-SOUND: As words are called out, players must identify the letters with which those words end.

Two to six players (Supervised Play)

Materials: Moose Match-Up Set 2; markers

Set-up: Each player is given a card and eight markers.

Play: The teacher asks children to listen carefully for the end sound in a word that he or she will now say. The teacher then calls out a word. Players survey their cards to see if the letter that stands for the end sound in the word appears on their cards. If a player has that letter on his or her card, the player places a marker over the letter. The first player to cover all the letters on his or her card wins. That player announces the win by calling out, "Moose!"

Teachers may randomly call out the following words for the cards:

job, red, roof, wig, hook, meal, man, cup, cat, six

MOOSE MATCH-UP CHECK-OFF SHEET

This check-off sheet may be duplicated and used during Moose Match-Up games to record letters or words that have been called out to children. For Beginning and End Sounds, a blank grid also has been provided for you to suggest your own words. The check-off sheet may then be used to verify children's win cards.

Letter

c	h	j	m	q	r	s	v	w	y	z
---	---	---	---	---	---	---	---	---	---	---

b	d	f	g	k	l	n	p	t	x
---	---	---	---	---	---	---	---	---	---

Beginning-Sound

<u>c</u> at	<u>h</u> ouse	<u>j</u> et	<u>m</u> an	<u>q</u> ueen	<u>r</u> ug
<u>s</u> un	<u>v</u> an	<u>w</u> agon	<u>y</u> ellow	<u>z</u> ebra	

<u>c</u> _____	<u>h</u> _____	<u>j</u> _____	<u>m</u> _____	<u>q</u> _____	<u>r</u> _____
<u>s</u> _____	<u>v</u> _____	<u>w</u> _____	<u>y</u> _____	<u>z</u> _____	

<u>b</u> oat	<u>d</u> og	<u>f</u> an	<u>g</u> ame	<u>k</u> ite
<u>l</u> ion	<u>n</u> et	<u>p</u> ond	<u>t</u> en	<u>x</u> -ray

<u>b</u> _____	<u>d</u> _____	<u>f</u> _____	<u>g</u> _____	<u>k</u> _____
<u>l</u> _____	<u>n</u> _____	<u>p</u> _____	<u>t</u> _____	<u>x</u> _____

End-Sound

<u>j</u> ob	<u>r</u> ed	<u>ro</u> of	<u>w</u> ig	<u>h</u> ook
<u>me</u> al	<u>ma</u> n	<u>cu</u> p	<u>ca</u> t	<u>si</u> x

<u> </u> b	<u> </u> d	<u> </u> f	<u> </u> g	<u> </u> k
<u> </u> l	<u> </u> n	<u> </u> p	<u> </u> t	<u> </u> x

Appendix 2:

List of Song Tapes

<i>Tape Number</i>	<i>Lesson Letter</i>	<i>Song Title</i>	<i>Playing Time</i>
1A	A	ABC traditional song	:35
		April Showers*	1:25
		ABC contemporary song	:50
	B	ABC traditional song	:35
		Baa, Baa, Black Sheep*	:55
		ABC contemporary song	:50
1B	C	ABC traditional song	:35
		The Caterpillar*	1:35
		ABC contemporary song	:50
	D	ABC traditional song	:35
		Hey Diddle Diddle*	:40
		ABC contemporary song	:50
2A	E	ABC traditional song	:35
		Eency Weency Spider*	1:10
		ABC contemporary song	:50
	F	ABC traditional song	:35
		Punchinello, Funny Fellow*	1:45
		ABC contemporary song	:50
2B	G	ABC traditional song	:35
		A-Hunting We Will Go*	1:00
		ABC contemporary song	:50
	H	ABC traditional song	:35
		Humpty Dumpty*	1:10
		ABC contemporary song	:50
3A	I	ABC traditional song	:35
		Ice Cream*	1:20
		ABC contemporary song	:50
	J	ABC traditional song	:35
		Jim Along, Josie*	1:10
		ABC contemporary song	:50
3B	K	ABC traditional song	:35
		Kookaburra*	1:50
		ABC contemporary song	:50
	L	ABC traditional song	:35
		Mary Had a Little Lamb*	1:05
		ABC contemporary song	:50
4A	M	ABC traditional song	:35
		The Three Little Kittens*	1:50
		ABC contemporary song	:50
	N	ABC traditional song	:35
		I Had a Little Nut Tree*	1:10
		ABC contemporary song	:50

<i>Tape</i> <i>Number</i>	<i>Lesson</i> <i>Letter</i>	<i>Song Title</i>	<i>Playing</i> <i>Time</i>
4B	O	ABC traditional song	:35
		Over in the Meadow*	3:35
		ABC contemporary song	:50
5A	P	ABC traditional song	:35
		Pawpaw Patch*	1:05
		ABC contemporary song	:50
5A	Q	ABC traditional song	:35
		Quack, Quack! Said the Duck*	1:50
		ABC contemporary song	:50
5B	R	ABC traditional song	:35
		Row, Row, Row Your Boat*	1:20
		ABC contemporary song	:50
5B	S	ABC traditional song	:35
		Sing a Song of Sixpence*	:50
		ABC contemporary song	:50
6A	T	ABC traditional song	:35
		I'm a Little Teapot*	1:25
		ABC contemporary song	:50
6A	U	ABC traditional song	:35
		Riding Through the U.S.A.*	1:00
		ABC contemporary song	:50
6B	V	ABC traditional song	:35
		Valentines Are Very Nice*	1:35
		ABC contemporary song	:50
6B	W	ABC traditional song	:35
		I've Been Working on the Railroad*	1:35
		ABC contemporary song	:50
7A	X	ABC traditional song	:35
		X Is an X-ray*	1:00
		ABC contemporary song	:50
7A	Y	ABC traditional song	:35
		Yankee Doodle*	1:20
		ABC contemporary song	:50
7B	Z	ABC traditional song	:35
		Going to the Zoo*	3:40
		ABC contemporary song	:50
Game Tape (Side A)	B	Bingo	1:20
	F	Farmer in the Dell	1:50
	L	London Bridge	1:55
	M	Musical Chairs	3:00
Game Tape (Side B)	O	Old MacDonald	2:55
	R	Ring-a-ring O'Roses	1:05
	V	Virginia Reel	3:00
	W	In and Out the Window	1:25

* Each song arrangement is repeated three times on the tape. Playing time is for one repetition.

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